DOCUMENT RESUME

ED 372 500 EA 025 986

AUTHOR	Witmer, Judith T.; Anderson, Carolyn S.
TITLE	How To Establish a High School Service Learning Program.
INSTITUTION	Association for Supervision and Curriculum Development, Alexandria, VA.
REPORT NO	ISBN-0-87120-232-8
PUB DATE	94
NOTE	94p.
AVAILABLE FROM	Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1453 (Stock No. 1-94167; $6.95).
PUB TYPE	Books (010) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	High Schools; Human Resources; *Human Services; Program Design; *Program Development; *Program Implementation; School Community Programs; School Community Relationship; Social Action; *Social Responsibility; Social Services; *Student Volunteers
IDENTIFIERS	*Service Learning

ABSTRACT

A great deal has been said and written about the importance of giving students the opportunity to provide service to others. This book is designed to provide educators with a "crash course" in how to start or repair such a program in their schools or districts. Following the introduction, chapter 1 defines service learning and explores its origins. The second and third chapters describe the purpose, goals, and principles of service learning programs. Guidelines for conducting needs assessment for the school or district are presented in the fourth chapter. Options for program design and other considerations are examined in chapters 5 and 6. Chapter 7 describes ways to gain the interest, confidence, and commitment of stakeholders. Specific tasks for getting started are outlined in the eighth chapter. Chapter 9 offers tips for understanding the administrative and managerial aspects of operation and maintenance, and chapter 10 discusses how to prepare for and overcome difficulties. The final chapter summarizes and reinforces important points. Appendices contain information sources on service learning and 20 annotated references. Two figures are included. (LMI)

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How to Establish a High School Service Learning Program

Judith T. Witmer and Carolyn S. Anderson

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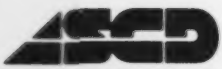

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Printed in the United States of America.

Ronald S. Brandt, *Executive Editor*
Nancy Modrak, *Managing Editor, Books and Editorial Services*
Ginger R. Miller, *Associate Editor*
Biz McMahon, *Assistant Editor*
Gary Bloomfield, *Manager, Design and Production Services*
Stephanie Justen, *Production Coordinator*
Valerie Sprague, *Desktop Publisher*

ASCD Stock Number: 194167
$6.95

Library of Congress Cataloging-in-Publication Data

Witmer, Judith T.
How to establish a high school service learning program / Judith T. Witmer, Carolyn S. Anderson.
p. cm.
Includes bibliographical references (p.).
ISBN 0-87120-232-8 : $6.95
1. Student service—United States. 2. Education, Secondary—United States. I. Anderson, Carolyn S., 1947– . II. Title.
LC220.5.W58 1994
373.7—dc20 94-19940
CIP

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Preface: Getting Out of the Box!

Education, therefore, is a process of living and not a preparation for life.

—*John Dewey*
Creed for Education, 1897

Judith Witmer and Carolyn Anderson start off this extremely useful "big picture/crash course" in service learning with the assertion that service learning "requires new thinking about education." Hooray! . . .because much of the old thinking has locked us in an increasingly restrictive set of assumptions.

Mainstream education in the United States has worked inside a box whose boundaries are defined by the assumption that kids are dependent, not very capable, and not very trustworthy; that kids need bathroom passes and attendance checks, bells at the end of classes, and cover-the-material curriculums delivered by teacher talk.

When Dr. Fleming discovered penicillin, he transformed a mold by-product that had been the scourge of the Petri dish into a valuable medicine and ushered in the age of antibiotics. When Adam Smith explained the nature of the economy and the role of capital, he transformed the sin of usury into the engine of progress called capitalism. Great inventions demand that we "get outside the box" of our self-imposed assumptions.

Those of us who call ourselves service learning zealots believe that service learning has the same sort of revolutionary potential for transforming schools. By treating young people as resources for community problem solving rather than clients or millage increases about to happen, we might get outside the box!

A favorite high school principal of mine—a fellow who has used service learning to boost his "post-graduate education rate from 25 percent to 80 percent"—says that anything he has to do is work and anything that he can get a kid to do is education. Similarly, service learning seeks to use the volunteering impulse that de Tocqueville claimed 130 years ago was the "uniquely American ethic" as a resource for education. Surveys reveal that over 50 percent of U.S. youth already volunteer. Schools seldom capture the educational value of this experience. Service learning provides a means of doing and of making the entire community a learning environment. Viewed another way, service learning explodes the number of teachable moments.

Finally, for an unreconstructed politician like me, service learning has the potential of reversing 30 years of disastrous decline in the political power of youth. Over the past 30 years, the proportion of youth growing up in poverty and in single-parent families has increased dramatically. The income of the high school graduate has declined by nearly 30 percent. I doubt that exhortation is suddenly going to make an aging population reverse these trends and raise their own taxes. But maybe we will be willing to pay for kids if those kids are performing real services for the community. Less than 25 percent of U.S. taxpayers have kids in the public schools. But we need 50 percent plus one to pass a bond issue. Service learning can give kids the tools to command respect and to build that politically crucial majority.

The passage of the National and Community Service Act of 1993 and the growing support for service learning at the state and local levels demand that we move beyond exhortation to clear, practical "how to" guides that help harried teachers, overburdened administrators, and interested but busy parents, school partners, and enthusiastic students. Witmer and Anderson have produced such a guide. In prose that is wonderfully clear of jargon and at a length that makes it accessible to anyone with a couple of hours to invest, they have made a major contribution to the field of service learning.

Read it! Use it! Do it!

—John Briscoe

Introduction

A GREAT DEAL HAS BEEN SAID AND WRITTEN ABOUT THE IMPORTANCE of giving students the opportunity to provide service to others. Conversations about this topic are occurring at local, regional, state, and national levels, among school people, community leaders, politicians, and social service agencies. You have probably heard such programs called community service, youth service, national service, student volunteerism, or service learning.

This book is designed to give you a "crash course" in how to start (or repair) such a program in your school or district. In this book, we offer you a practical explanation of service learning, which is widely recognized as the most effective form of student volunteerism. We tell you what to consider before jumping on board and then how to design, implement, manage, and monitor the kind of program that fits your district and community. We provide a framework for considering the type of service learning program you might design and explain how to deal effectively with the challenges that invariably surround this kind of program.

We are not providing you with a ready-made program, or even with specific tools, but with an overview of the issues you will need to address and major principles to follow in getting such a program off the ground (or in rectifying mistakes if you started without guidance and are having problems). We have provided additional sources of information about service learning programs and about specific tools you will need to implement such a program. Think of this book as an aerial map on which the topography and roads are visible so that you can plan your approach.

Focusing on the "big picture" will be especially useful to school board members, district curriculum leaders, and administrators. Our main goal is to make service learning

accessible to decision makers at the building and district levels because, although many classroom tools and resources already exist for service learning practitioners, little guidance is available for those whose support and understanding is crucial to making service learning a lasting reality in a district.

Service learning, as you will see, requires new thinking about education, about what happens in and out of the classroom. Learning about it and implementing it in your schools is a process and a journey, which we invite you to begin.

1.
The Origins of Service Learning

> *There is something uniquely powerful about the combination of service and learning. . . . There is something fundamentally more dynamic in the integration of the two than in either alone.*
> —Jane Kendall (1990, Vol.I, p.19)

Service. Learning. Two words, two concepts clearly understood by almost everyone.

Service—doing something to aid another: maid service and room service, civil service and selective service, "service-with-a-smile" and public service.

Learning—becoming able to do something you couldn't do before, a process of acquiring new knowledge or skills or attitudes. We are familiar with cooperative learning, mastery learning, gifted learning, and learning-on-the-job. Learning is second nature to most of us through such truisms as "You're never too old to learn!" and the contradictory "You can't teach an old dog new tricks."

What happens, however, when we pair these two simple words: *service* and *learning*? Service learning. A relatively recent term, service learning has emerged, as most new terms do, out of necessity to label a specific type of *experiential* learning, one involving service. In service learning, learning through experience includes an additional component because service is *reciprocal*—the lives of both parties are improved or empowered as a direct result of the experience. Another essential component of the term service learning is *reflection* upon experience. Thus, we might define service learning as *a process of learning through the experience of rendering service in the school or community and actively reflecting upon the experience.*

While this idea did not originate with John Dewey, he first produced studies indicating that learning is directly linked with experience, and first prodded educators to see the relationship between experience and education. Later, William Kilpatrick promoted the use of "projects" as the central method of learning. During the 1930s, those involved in the "progressive movement" took this concept one step further by calling for social reform through *community* projects. Although this interest declined with U.S. preoccupation with World War II and post-war retooling, it was unexpectedly rekindled during the 1950s when the "quiet generation" saw a re-emergence of participation and direct community involvement. The Citizenship Education Project, for instance, produced detailed guides for social and political action on the home front. However, by the time this movement began to generate some interest, the '60s arrived, bringing community activism of another sort. With sit-ins, demonstrations, and marches, participants were engaged in *being* rather than in *serving*. Interest in school-based community service was renewed in the 1970s as youth were urged to reintegrate into the mainstream of their school and community. These endeavors, however, also largely failed.

The most recent efforts to promote service learning programs are based partly on the results of earlier programs that had shown some success and partly on trying to answer a present need, both in society as a whole and in the schools. Since the early 1980s, schools have been under a barrage of criticism aimed at their "failures." The result has been the beginnings of a reformation, or restructuring, of the entire school system. These systemic change initiatives have led educators to a renewed appreciation for the value of service learning. Service learning, with its focus on expectations for learning, is particularly being viewed with favor as schools begin to look at "outcomes" instead of "inputs."

Educators are asking, "What is it that students should know and be able to do by the time they are graduated from high school?" "How will they be different for having experienced a place called school?'" And, as always, we ask, "How can we make the world a better place for all?" Service learning provides an answer to these questions.

2.
The Purpose and Goals of Service Learning

If service learning did nothing more than fulfill youth's need to be recognized as contributing citizens, its existence would be justified.

—David L. Manning
National Commission on Youth
(quoted in Harrison 1987, p. 4).

While songwriters might muse that "youth is wasted on the young," a more realistic viewpoint might be that, for many young people, youth is a period of emptiness, a time of waiting. Service learning provides the solution to the problem of having too much empty time and not being engaged in worthwhile activities. Service learning offers young people the opportunity to be responsible, caring, participating members of society. Rather than prolonging their dependence on adults, undermining their self-esteem and crippling their capacity to care, schools with service learning components can empower youth to succeed.

Service learning is grounded in experiential education—learning by doing. Service learning differs from "pure" experiential learning in two essential ways: (1) The goal of service learning is to direct the learners into practical settings where the primary motivation is *service*, and (2) learning takes place in two ways—as students take part in the experience and as they reflect upon what happened during the experience and as a result of it. It is also democratic as it requires students to work together with their teachers in planning educational strategies for the students' own learning.

Service learning must not be thought of as interchangeable with "volunteerism." While both might occur either during school hours or after school, service learning, unlike volunteerism, includes reflection time as an integral part of its success. The rationale for service learning is that students learn best (1) by doing, (2) by serving, and (3) by reflecting on the experience. Figure 2.1 shows how service learning compares to related experiences by combining "doing" and "reflecting" in a field-based setting.

Figure 2.1

Comparison of Service Learning with Other Types of Learning

Categories of Student Behavior (major emphasis)	**Examples of Class-Based Learning**	Examples of **Field-Based Learning**
Doing (acting)	• simulations • lab experiments • model building	• volunteerism and youth service • internships
Reflecting (thinking)	• lecture • recitation • writing • reading	• museum programs • field trips
Doing and Reflecting	• problem-focused instruction	• service learning

In the broader perspective of national education reform, service learning is a tool for school reform. In addition to gaining acceptance as part of President Clinton's National Service Agenda, service learning provides a framework to integrate educational and social reform recommendations. Pennsylvania is one of several states that have made strides in both school reform and service learning. In Pennsylvania, a collaborative effort to support school communities in their redesign of school structures, curriculum, assessment, and instructional strategies has been established through a joint effort by the Department of Education and the Department of Labor and Industry.

Student empowerment is an important element in all school reform movements. Students become the "doers" and take on more responsibility for their own learning. The teacher, rather than being a dispenser of knowledge, becomes the facilitator or "coach." The students, by becoming actively engaged in the needs of the community, bring back to the classroom content that becomes the basis for their "classroom learning." Academic excellence is not ignored but enhanced as students realize the necessity of learning and establishing patterns for lifelong learning.

One of the most appealing characteristics of service learning programs is that they provide a rare opportunity to make the curriculum relevant while meeting community needs. The key to a 21st century curriculum is to prepare students with decision-making skills to face social and science dilemmas in a future that they can only anticipate. As technology develops to solve many of the world's problems, we are, in turn, entering a more uncharted realm of "should we" rather than "can we." Today's students—tomorrow's leaders—must be able to analyze the implications of knowledge on such issues as justice, equity, dignity of life, and individual rights.

The responsibility for teaching students how to make ethical decisions is not reserved for philosophers or psychologists. It sits squarely in the laps of all who guide young people. Both moral reasoning (learning to think about experiences—"why" something happened and "why" a person acts in certain ways) and ethical decision making (the "should" part of making decisions) can be taught with a well-designed service learning program.

Service learning outcomes are very much like the goals established by all successful schools. *Service learning is simply a better way to do the things good schools have always done.* The following goals, practiced by most effective schools, are also goals met by service learning programs:

- intellectual development (e.g., problem solving)
- basic skills acquisition (e.g., communication)
- moral and ethical development
- social and civic responsibility
- career preparation
- multicultural understanding
- personal growth

The most important questions to ask as you embark upon this journey through service learning are: (1) What are students likely to gain from this expenditure of time? and (2) How will students be different for having experienced service learning?

3.
Principles of Service Learning

> "Cheshire Puss. . . Would you tell me, please, which way I ought to go from here?"
>
> "That depends a good deal on where you want to get to," said the Cat.
>
> —Lewis Carroll
> (in *The Annotated Alice*, 1960, p. 88)

When establishing a service learning program, remember that it's more than just a program. It's a shift in thinking about how students learn. By "buying into" the principles of service learning, you are committing to the belief that young people are competent, capable, and quite able to make a contribution to their world. This belief does not, however, diminish the importance of an adult acting as coach, guide, mentor, and friend. The key to service learning is the mutual respect and involvement of all participants. When designing a service learning program, it's important to create or adopt guiding principles as a framework. These principles will make your beliefs visible and lead you to build your program on a foundation of "what we are all about."

Many "sets" of principles exist for service learning. One of the most encompassing sets is the result of a collaborative effort by more than 70 organizations interested in *service* and *learning*. Representatives from this collaboration, sponsored by the National Society for Internships and Experiential Education (NSIEE) and funded by the Johnson Foundation, met in the spring of 1989 to produce Ten Principles of Good Practice in Combining Service and Learning (Honnet and Poulson 1990). While it is

not imperative that you develop your service learning program on these principles, you should to be aware that they reflect the grassroots experience and the thinking of thousands of people who have struggled through hundreds of service learning programs. We address the application of these principles in later chapters of this book, and we strongly recommend that you read Honnet and Poulson's report to get a more detailed presentation of the following ten principles.

1. An effective program engages people in responsible and challenging actions for the common good.
2. An effective program provides structured opportunities for people to reflect critically on their service experience.
3. An effective program articulates clear service and learning goals for everyone involved.
4. An effective program allows for those with needs to define those needs.
5. An effective program clarifies the responsibilities of each person and organization involved.
6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.
7. An effective program expects genuine, active, and sustained organizational commitment.
8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9. An effective program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
10. An effective program is committed to program participation by and with diverse populations.

Robert Sigmon (1990), a longtime advocate and practitioner of service learning, has also developed a set of service learning principles. While not as comprehensive as those espoused by NSIEE, these principles appeal to many because of their succinctness:

Principle One: Those being served control the service(s) provided.

Principle Two: Those being served become better able to serve and be served by their own actions.

Principle Three: Those who serve also are learners and have significant control over what is expected to be learned.

Donald J. Eberly (1985) takes a slightly different slant on principles. His first principle is that *the organizers must place primary emphasis on the service to be performed* because the participant will not benefit from a service that is not useful or thought by the participant to be useful. In his second principle, Eberly emphasizes that all young people must be included in the opportunity to serve. His third principle is similar to NSIEE's first principle in that the work must be *challenging*, and his fourth principle, not addressed by NSIEE, is that *academic credit should be based on the evidence of learning* and not just awarded for time spent.

Ernest Boyer (1990), former U.S. Commissioner of Education and author of *High School*, offers five principles. He agrees with NSIEE that a service learning program should have clear objectives and provide time to reflect and comment on how the experience is related to what the participant is studying in school. Boyer adds, however, that service learning programs must be introduced very carefully to the targeted participants and be promoted creatively. He makes two additional points, that service learning should be (1) directed toward the school and not just the community and (2) more than job preparation, although that might be one component.

Much like principles of effective teaching, good health, or even productive gardening, service learning principles will guide your planning. However, they are not etched in stone. You may find it necessary to revise them as you plan, for you may discover that what you thought you believed, you do not.

4.
Is a Service Learning Program Right for Your School or District?

A common language is of extreme advantage in our efforts to communicate, but it is not as important as a common interest and some degree of common understanding.

—John R. Peirce
(*Scientific American*, September 1972)

Are your students, teachers, administrators, and community ready for a program of service learning? Just because you believe strongly that service learning would be good for your school doesn't mean everyone else agrees. We stress one caution above all other suggestions in establishing service learning: *Don't assume anything.* Change is slow. Change is messy. Change can be painful. Yet the results can be exciting, rejuvenating, and positive.

Service learning requires that you question the very core of the beliefs of your school and community, for it begins with the question, "What do we agree is important for students to know, to be able to do, and to value?" "How can our school as an institution provide the experiences to answer those questions?" "Why is our way of doing business, even though it may be getting good results, no longer enough?"

Needs Assessment

A needs assessment is necessary before beginning any formal planning. It's imperative to know if there is a need, or even an interest in considering service learning. While a

more comprehensive assessment may be conducted later, the initial study should gather background information to help determine if you can or should proceed with a service learning program. The easiest way to gather this information is to begin with a list of major factors that will play a part in the success of a service learning program. These factors include your colleagues' interest, school and district traditions, the curriculum, existing extracurricular activities, resources, and community needs.

Interest

The first factor to be assessed is your colleagues' interest in service learning. If only a few staff members are familiar with it, an information campaign must be a part of your formal planning. If there is a lot of interest and understanding about service learning, the questions can be more directed to what service learning can do for the school. The subject of service learning should be explored in the same manner as any other school program, by asking: (1) What is it? and (2) Will it benefit students? Everything else will follow from the answers to these questions.

Traditions

Service learning must be built upon the values of all participants. No movement will occur if those involved are not willing to explore their beliefs about what is important for students to know, to be able to do, and to value. Traditions and satisfaction with "how we do things" should not be ignored. Too often, people with new programs to "sell" make the mistake of implying that what is already in place is inferior. That kind of approach only increases resistance.

Instead, look at the way things are. How connected are the school and the community already? What are the strengths of the school? What are the "sacred cows"? For example, if a school has a tradition of academic excellence through a classical curriculum, don't think of that curriculum as an impediment to service learning. Rather, take that strength and connect it to a need in the community. Show the benefits service learning can bring to a strong academic program. Help staff understand that

service learning is a tool for school reform, not a way to upset what is already successful.

Similarly, if you note that the community has not been involved with the school in any kind of partnership efforts or activities, you may want to start right away by offering student services to collect canned goods, for example, or to help agencies such as the Cancer Society in their fund-raising campaigns. It's essential that you be realistic about the traditions and values accepted as important by both the school and the community.

Curriculum

Take time to study the school curriculum. Read the courses of study. Review the school board policy. Every curriculum attempts to develop skills. Look for specific skills that might better be learned through community experience. Look for activities, topics, themes, and skills that could be enhanced by service learning. For example, the simple task of counting money collected in a fund-raising activity would certainly act as a reinforcement for general math. Writing a narrative from oral histories given by nursing home residents who are natives of the area would enrich learning in social studies and English, as well as the students' social skills and understanding of society's needs. You'll be amazed at the number of goals that can be addressed by one service activity.

Those who have operated service learning programs will tell you that any curriculum is adaptable to a service learning approach. By reviewing the curriculum you will see what is valued by the school and gain an idea of what you will have to build upon; this is very important in your preliminary needs assessment.

Extracurricular Activities

Make a list of all the extracurricular activities your school provides for students. A surprising number may be applicable to service learning. For example, if the football boosters have a fund-raising car wash, why couldn't they also wash porches for the elderly who are not able to do such strenuous work? If the Key Club delivers products they sell, why can't they also help with Meals on Wheels or

similar programs? If your community has no such meals service, this would be an excellent service learning project. Repairing houses, helping disadvantaged children, teaching sign language, serving as a pal to a latch-key child—the list of potential projects is endless. The point is that extracurricular activities can be a starting place for service learning projects.

Resources

No program can exist without resources—human, financial, and help-in-kind (such as material donated). Before deciding if service learning is viable in your school and what model might be most appropriate, you must know what you will have to work with. The depth of your resources should give you an idea of the kind and extent of potential support:

1. *The School.* Because service learning is a school program, district resources are of primary interest. Ask yourself, and those working with you on this assignment, which people are likely to help with this program? Which administrators? Which teachers? Which support personnel? Is there a person who could assume responsibility as program coordinator? Is space available for an office or just a central place for information and record-keeping? (A program can run without a coordinator or designated space, but it's good to know if there is a possibility of having either or both.) What kind of financial resources does the school have—are funds usually available for start-up programs and for continuing the program? Would the program require support beyond local funding? Would supplies be available?

2. *The Community.* Community resources include all members of the community or communities that make up your school district, region, or parish. In addition to parents, you'll want to include the local government offices, park boards, county agencies, civic and service organizations, as well as youth organizations. If you aren't sure who these people are, check with your local or regional library and the local United Way. Read the local newspapers, as well as the neighborhood and community weeklies.

Other community groups to consider are local businesses, public service agencies, business organizations and trade associations, and cultural and special interest groups such as the Arts Alliance or PTA. And certainly don't overlook alumni of the school, particularly if there is an alumni association; this organization has a vested interest and allegiance to the school and represents a cross-section of all other groups and organizations.

Now is also the time to start collecting information about any businesses and organizations that might be potential sponsors or sites for service learning activities. You'll find most members of these groups very willing to talk about their organizations and able to link you to others. (Don't forget to send a follow-up note to anyone who spends time with you, either in person or by telephone.) If you spend time initially developing a broad base of community support, you will be more likely to obtain commitment to the program once it is developed. You'll also be able to assess the needs of various groups and which ones fit best with your service learning principles.

3. *State and national agencies.* This area is frequently overlooked. While few state governments directly fund service learning programs in the local schools, some have established agencies that offer grant money. For example, Pennsylvania has PennSERVE, which encourages and coordinates youth service efforts and offers grants from public and private sources. In Vermont, a nongovernmental agency, SerVermont, offers technical assistance, a communications network, and small grants. KanServe (Kansas) and CalSERVE (California) offer similar programs. Both Minnesota and Maryland are also notable for their commitment to service learning, and require that schools provide opportunities for students to participate in service activities and integrate service learning into the curriculum. North Carolina, Georgia, Virginia, Texas, and South Carolina have also operated statewide programs. Many schools in cities and towns across the country have established very successful service learning programs as well, including the city school system of Atlanta where student service is mandatory.

4. *Time.* Time is a valuable resource and should be given serious consideration as you gather information

about whether a service learning program is worthwhile for your school. All programs take time; Chapters 5 and 6 address the various options from which to choose the service learning program best suited to your school.

5. *Miscellaneous resources.* Other resources to consider include organizations such as the Council of Chief State School Officers and the National Association of State Boards of Education. Such agencies support the efforts of local districts by encouraging state education agencies to assist local education agencies in the development of service learning programs. They also support research and publications.

Nothing, of course, is better than reading everything you can find on service learning. Many of the popular education journals regularly carry articles written about service learning, and most of the major service learning organizations produce newsletters. You might also check the indexes of the professional journals or conduct a computer search at your local library. College libraries usually have a number of journals you will find helpful. Appendixes A (a list of helpful organizations) and B (books and articles) may be adequate for the busy practitioner, especially as a beginning.

Community Needs

While an agency should define its own needs, you certainly want to know, as part of your initial needs assessment, what needs in the community would be appropriately served by participants in a service learning program. What areas of service might appeal to youth? What tasks might they do? What activities lend themselves to the kind of service learning program you will develop? (See Chapters 5 and 6.)

As mentioned earlier, most services performed by students must be time-specific; students must be able to finish some tangible part of the task that they and the community can see. It's imperative that the service answers a real need and is not just assigned so students "have something to do." All parties must make a list of needs and suitable activities, although this initial list need be only a starting point. Once you have made a commitment to a

service learning program, you will need to revisit this list to make sure that the needs of the community and the students' service activities meet the criteria of service, learning, and reflection.

Key Decision Makers

Make sure to include key people in the initial planning. These people will be crucial to program success. Don't take any more of their time than is necessary at this stage, but let them know what you are doing, ask for their advice, and keep them advised *in writing* as plans progress. If you don't know who these people are, ask your colleagues, parents, and any residents you might know. You will need these key people, who may be both inside the school and in the community. They may be active parents, village or city administrators, agency administrators, or local residents and business leaders with influence and contacts.

Issues

Each school community is different and has different needs. Only your committee can identify the issues that are specific to your school and community. For example, transportation (addressed more fully in Chapter 10) can be a problem for different areas in different ways depending on whether students use public transportation, school buses, or private cars. The safety factor is another issue, which, while real in all parts of the country, differs from place to place. How accustomed community agencies are to volunteers, especially student volunteers, may affect their willingness to participate in your service learning program. If a community traditionally does not accept assistance, that will play a part in the kind of program you develop, or even *if* you start a program. Attitudes of the public, parents, and students will be another factor. Competition from after-school activities could be an issue. A community in which a majority of students are employed will also affect the interest level.

A number of issues will arise even as you conduct this preliminary needs assessment. As people raise these issues

with you, don't attempt to provide immediate answers for everything. Agree that some issues will need to be addressed and that a committee, once formally in place, will carefully study each issue. Remind people that the main question under review in the needs assessment phase is whether or not it is worth considering a service learning program at all.

You can assure any questioners that whatever is planned will be well thought-out and that any service learning program will address both learning and service. You will also want to stress that quality programs already in place will not be eliminated.

Once you have completed this needs assessment and have considered your key decision makers and issues, the committee should begin a careful review of the data gathered. If your decision is to proceed in your planning, you are ready to consider which types of service learning programs are most appropriate for your school, community, and students.

5.
Service Learning Program Design Options

Experience is never limited, and it is never complete; it is an immense sensibility, a kind of huge spider's web of silken threads suspended in the chambers of consciousness and catching every airbourne particle in its tissue.

—Henry James
("Partial Portraits,"
The Art of Fiction, 1948)

You may be asking at this point, "What does a service learning program look like?" While everyone who has ever planned and implemented one has a preference, there is no single blueprint for the design of a service learning program. In fact, very few of the hundreds of programs now in existence are identical, although they may have similar elements. It is possible, however, to identify general types of programs that differ on certain dimensions.

The choice of an overall program design is one of the early decisions you should make when developing a service learning program. We encourage you to consider the dimensions of different programs early in the process because they provide a framework for thinking about the structure of your service learning program, but don't make any final decision until you have done some initial needs assessment, thought about your goals and objectives, and completed the other preparation activities described in Chapter 4. What you learn from thinking (with others) about your school and community will make some designs more appealing than others.

Figure 5.1 presents a framework showing six types of programs organized around dimensions, or categories. Each program option carries with it advantages and disadvantages, strengths and weaknesses. You must consider these pros and cons in light of your setting's conditions and resources, as well as the goals and objectives of the program. In some cases you may want to design a service learning package that includes more than one of these models.

Figure 5.1

Service Learning Program Design Options

Relationship to the Curriculum	Required Program	Optional Program
Separate Course	An entire course devoted to service learning is required of: • all students or • certain students	An entire course devoted to service learning is an elective option for: • all students or • certain students
Assignment Within a Course	Service learning activities are a course requirement in: • all courses or • selected courses	Service learning activities are an optional assignment in: • all courses or • selected courses
Extracurricular Activity	Service learning is a graduation requirement outside the curriculum and carries: • credit or • no credit	Service learning is a club activity: • within a separate volunteer club or • within certain clubs

Required vs. Optional Programs

Is the program one in which students can choose to be involved, or is participation mandated? The debate about the merits of both approaches is ongoing.

Required

The most obvious argument in favor of requiring service is that more students benefit (unless, of course, you are limiting your requirement to a very select group). Furthermore, when it is optional, those who already value the idea of service to the community are most likely to avail themselves of the opportunity. As one classroom teacher reported, "I often found that it was children who were least likely to be invited to be part of a service project who gained the most from such an experience" (Cairn and Kielsmeier 1991, p. 58). Schools with optional programs *could* make them so popular and rewarding that nearly all students would choose to participate, but Newmann and Rutter (1986) found that this doesn't happen. In their study, less than 20 percent of schools with optional programs had participation rates exceeding 25 percent. Finally, you may fear that mandating service learning will diminish enthusiasm, but that does not seem to be the case when it is a required part of the school program (Lewis 1988).

Schools find that if service learning is required, students must be given sufficient choice in placement. Provision must also be made to accommodate students who physically or intellectually cannot manage certain service sites, and may need an alternative placement. Alternatives may also be needed for students whose parents object to the program. These alternatives should still require the same amount of time, some first-hand study of a community issue, and an opportunity to achieve at least some goals of the program, but without the service component. In some schools this alternative program involves a field-based research paper in which students choose a social or political topic and observe and interview people related to the topic and study related events. While some schools simply substitute a traditional research paper, we encourage you to make the paper a field-based experience

so students who don't do the service component at least develop an understanding of the issue from real interactions with people who themselves are involved with the issue or problem.

Optional

The arguments for optional service learning programs are equally cogent. Simply from the point of view of finances or personnel resources, the school or district may not be able to support a mandatory program. We offer ideas for overcoming these barriers throughout this book. Nevertheless, requiring programs of all students or large numbers of students may put a strain on some schools, especially in the early stages. Programs are simply more manageable with fewer students, and, generally, optional programs will not involve as many students.

Another argument for an optional program is based on the observation that students who choose to participate enter with more motivation to participate, may learn more from their experiences, and are more likely to make service a lifelong habit. Finally, students who enter a service activity with apathy (at best) or unwillingly (at worst) may not provide as good service to the client agency as those who are involved by choice. In turn, this experience may be unpleasant for the agency and may make their staff less willing to involve students in the future.

Our preference is to make the program optional (at least until you get it off the ground), unless you learn in your needs assessment that you already have overwhelming support from all constituencies. Starting slowly, with students electing to participate, ensures you that students will be highly motivated and help the program have positive publicity in the community, provide better service to the agencies, and achieve better student outcomes. As the program grows (which will happen if students find the experience positive), you will eventually develop a student tradition of service learning in the school, which you can extend by involving faculty. To the extent that teachers and administrators model this spirit of service in their own out-of-school lives, and find ways to encourage and recognize it within the school, the entire

school can develop a culture of service. As this tradition grows, the idea of mandatory community service may emerge on its own, without a top-down mandate or a mandate pushed through by a few committed building-level staff.

In the choice of a program design, there is no right or wrong answer, except what is right for each school. You must weigh the pros and cons; consider your school's mission, goals, and traditions; and evaluate the availability of placement sites, transportation needs, financial resources, staff availability, and constraints of the schedule. The right decision for you will depend on these individual realities.

Curriculum

Is the program imbedded into a course (or courses), or does it occur outside of a curricular program? In general, programs carrying credit are imbedded into courses, while programs that do not carry credit are offered in addition to a student's course load. In some cases, however, extracurricular programs can carry credit. There are arguments for considering each option on this dimension.

Separate Course

The advantage of a separate course is that it is very visible; students can easily identify the goals of a service learning program. The public can "see" service learning when it is a course, whether it involves all students, or only certain students. A course also provides time to develop those skills students will need at the service site and time to discuss their experiences with a knowledgeable adult. With certain schedules, even the service activity might occur during the school day. In this case, unless students work on campus or go off campus on their own, your activities and projects will need to accommodate a large group of volunteers at one time. The separate course design can be quite expensive, especially if it is required or if it becomes so popular that the majority of students want to take it. Also, single courses are harder to get approved in an era of fiscal frugality and even after approval can more easily be the target of budget cuts.

Assignment Within a Course

Service learning can be handled within a regular class, where it becomes a graded assignment for the class (whether required or optional). You can tailor projects within a course to the course itself. Projects can deal with certain topics or involve certain kinds of problems and people, appropriate to the goals of the course. In general, such assignments are fulfilled outside of class time, just like any other homework assignment.

This approach, sometimes called curriculum infusion, is easy to get started. All you really need is one teacher committed to the concept who adds a service component as a course assignment. This approach, of course, starts small, but with proper opportunities for teachers to share experiences and ideas, interest can be cultivated among more faculty. Another advantage is that this approach is harder to "kill" for budgetary reasons: programs and curricular courses cost lots of money; assignments within courses cost little or no new money. Most service learning experts are now saying that this model is desirable because it more closely connects the service learning experience to the curriculum and helps students make the connections between what they learn in the classroom and at the service site. Without proper planning, however, this design can fail to get the necessary broad support and visibility, especially in the training of staff to effectively use service learning within the curriculum. In many schools, this model remains the choice of a maverick teacher here and there, but with no broader impact on students or curriculum.

Some people voice concerns that course content will be lost if service is infused with the curriculum, lowering quality or standards by reducing class time devoted to basic skills and other essential learning. In fact, with careful planning, the infusion of service learning into the "regular" curriculum solidifies, reinforces, and validates classroom learning.

Extracurricular

Schools that sponsor clubs that conduct service projects are already using a form of this model of service learning. The benefit of this type of program is that it gives

you many options: group activities in which you transport an entire club somewhere to perform a service; individual, one-on-one programs of service; projects to solve an agency problem; advocacy projects; in-school and out-of-school projects, and so on. Unfortunately, in many cases, there is little structured conversation for students about these experiences, so the essential component of reflection about the service experience is lost. Extracurricular club projects must include opportunity to reflect, or they are only volunteer programs, not service *learning* programs. On the other hand, such activities may well be a beginning point for expanding service learning in the school. This design is often the least expensive, although costs may be incurred if students are given time with adults to discuss and write about their experiences. Many students who could not fit a service learning class into their schedules during the day might well be able to do service learning after school, on the weekends, and during the summer.

6.
Other Program Design Considerations

The great thing and the hard thing is to stick to things when you have outlived the first interest, and not yet got the second, which comes with a sort of mastery.

Janet Erskine Stuart
(in Maud Monahan, *Life and Letters of Janet Erskine Stuart*, 1922)

The design of the overall program is like the structural framework of a building—the architect's vision. It sets in place the boundaries of the program, the shell that supports the actual service learning activities. But while a design is necessary, it is not sufficient for defining your program. In this chapter we consider "other" dimensions that need to be added or considered in designing the right service learning program for your school.

- *Criteria* must be established for the specific service activities, just as the interior designer and landscaper must give substance to the form of the building. This chapter focuses on those decisions so you will be able to distinguish between acceptable and unacceptable activities.
- *Conditions* in your school or district will also affect your design of a service learning program. Just as an architect considers the surrounding landscape and the contours of the property when planning a building, so you must consider conditions in your district or school that will affect a service learning program design.

Remember that the design of the overall program and the selection of appropriate activities must relate to what you are trying to accomplish with a service learning program. Ask yourself throughout the planning phase, "*Will*

this type of activity or this program design allow students to reach a desired outcome?" That is the key question in setting up a service learning program.

Criteria for Service Learning Activities

Talk with community service coordinators in any of the hundreds of schools who are "doing" service learning and you will find a single common thread—commitment to the idea and enthusiasm for the locally developed program. You will also recognize the types of service learning programs described in Chapter 5. But you may not recognize any patterns in activities or project sites because service learning programs don't always specify the type of activities or opportunities they will accept as appropriate for students.

We encourage you to consider certain questions as you plan your program—questions that will help you decide which activities or project sites you will accept for your service learning program. These will be useful as you work with agencies to identify their needs and match those with your program design and students' interests and skills.

Vision and Mission Statement

How do the service learning activities relate to the mission of your school or district? You can begin by seeking ways to reflect the mission statement and goals of your school system through the service learning program. For instance, if one of the goals is "All students will demonstrate the ability to communicate in a variety of ways," opportunities to communicate should be part of your service program. "All students will understand the characteristics of good citizenship" or "All students will demonstrate civic responsibility" lend themselves to the outcomes of a service learning program, and may influence the choice of agencies. Problem-solving and critical-thinking skills are other examples of goals that can be met through service learning projects. In fact, most school or district goals will either be met or enhanced by service learning experiences. By carefully reviewing the school's mission statement and goals, you can direct your specific service learning outcomes to the achievement of these goals.

Outcomes

How do you want students to be different after participating in service learning? While your primary focus should be on student outcomes, Cairn (1993, p. 15) reminds us that outcomes for educators, schools, and communities are also important in a service learning program:

Learners develop:

- A capacity for action—they make a difference; they meet real needs.
- A sense of self-worth—they develop moral and human values.
- Citizenship skills—they develop a connection to, and responsibility for, leadership in the school and community.
- Improved academic skills—they think critically, and they gain and apply academic skills and knowledge through study of community problems.

Educators gain:

- Students motivated to learn.
- Recognition from colleagues, parents, and the community.
- Opportunities for professional development.

Schools develop:

- Engaged learners who are motivated and responsible for their learning.
- Collegial staff, students, and community—all are partners.
- Educational excellence through an enhanced climate, enriched curriculum, and performance-based evaluation.

Communities receive:

- Valuable service when unmet needs are addressed—often uniquely.
- Engaged citizens when students become active stakeholders, now and in the future.

Keep in mind that service learning can be an outcome in and of itself, or it can be the means to outcomes established in other areas of the curriculum. In either case, you must articulate those outcomes.

Duration

How long should an activity last? Some schools focus on single, time-limited events such as a party for residents of a housing project, a canned food drive at Thanksgiving, or a talent show for nursing home residents. Others encourage commitment of student time and effort over a period of days, weeks, or months; for example, students may provide G.E.D. training for residents of a housing project, work every week in a soup kitchen, or read once a week to visually impaired residents of a nursing home.

Students are likely to reflect more deeply (a critical component of service learning) when they work on a project over time. Initial impressions may change as students work at a project. They may at first think all housing project residents are without any skills to help themselves succeed in the world, but gradually come to see that these people have many skills and much knowledge to bring to a work situation. Students may soon understand the importance of their work as G.E.D. tutors as they come to see the G.E.D. as a necessary "ticket" to the work world. Students are more likely to develop lifelong skills if they stay in a setting for more than a few hours. If your goals and objectives include improving interpersonal or problem-solving skills, having students work at a project over time will help them learn to handle difficulties at their project sites.

On the other hand, single activities can certainly give students exposure to social needs, raise consciousness about these needs, and introduce students to a world of service opportunities. Especially for students who have not had much prior exposure to community work, just seeing the world that nursing home residents inhabit or discovering how service agencies deeply appreciate a large donation of canned goods may stimulate an interest in more service work.

Quantity

How many service activities are "enough" for each student? This question is especially relevant if you choose to include single-event activities of limited duration. You need to decide how many events will be needed for students to

meet your objectives. As with every activity, students will improve with practice. In the case of service learning, students at the very least become more comfortable in community settings as they participate in multiple events. Events structured with opportunities to practice important skills are more likely to help students master the objectives you set. One or two events may raise some awareness, but not change behaviors or enhance skills. If, on the other hand, students participate over time in a single setting, the need for more than one experience is lessened.

Person-to-Person Contact

How important is direct contact between persons with needs and your students? Many configurations are possible when students are placed in field settings. Options for service learning experiences are most often focused on providing some direct service to those in need. Students might work with an individual one-on-one, as in a tutoring or care-giving situation, or work with groups of individuals, as when organizing games for a group of handicapped children or giving classes for residents of a tenant cooperative on how to manage money. On the other hand, some service learning activities might help meet community needs without direct service. For instance, a student might develop a computer database to help a homeless shelter keep records of its guests, or work on fund-raising for a job training program in a housing project.

Opportunities that place students in direct, personal, and meaningful relationships with persons in need are the most common kind of activity provided by service learning programs. This kind of program can positively affect students' confidence and skills in social interactions and increase their concern for others. However, programs in which the service rendered involves no direct contact, but provides support or resources to the organization, can also be highly effective if students can see the results of their labor. For example, having an electronics class repair equipment for residents of a home for low-income elderly persons or having a biology class raise bedding plants for a community garden can provide a sense of accomplishment for students as they see that their effort is useful for people,

even though there is little contact between the students and the people receiving the benefit.

Advocacy

Will you include advocacy efforts in your definition of service learning, or will you limit your options to direct service? Seeing a relationship between the problems of individuals and their causes in the broader political and social arena does not automatically occur when students provide service to organizations or persons with needs. Providing carefully structured opportunities for reflection about the work experience is one way to make this connection. An alternative approach to "service" is to engage in advocacy efforts—efforts to change the conditions that necessitated the service in the first place—such as lobbying to change laws, conducting a petition drive to mobilize community support, or working to set up alternative employment options for people who would otherwise need public assistance.

The advocacy arena offers a powerful experience of the "real world." It's also the logical consequence for many students who, after having participated in the direct service area and reflecting on that experience, see the need to change the root social causes of the problems they have been trying to address. But you should be aware that it is also controversial at times. We do not suggest you avoid it, but urge you to consider where and when to include it in the program and with which students it is appropriate. For example, you might find it easier to include advocacy activities in a service learning program within a social studies class or a science class, where students are encouraged to find a social issue, study it carefully, and figure out how to correct its cause. You might also find it easier to include an advanced level of service learning for students who already have experience with direct service activities and, after reflection, are prepared to ask the next question: "How do we eliminate this problem?"

Setting

Will students be expected to work within existing organizations, or can they find and serve individuals in need

on their own? Generally, service learning programs find it better to work with existing agencies than to allow students to work with someone outside an agency. Agencies have clear missions, activities, and structures for handling the needs they are set up to fill. It's easy for them to provide students with a place (whether for single events or ongoing roles) within this setting, and they can provide some accountability to the school for what students do.

A variation on "agency" settings is the setting of the school itself. The planning for each service learning program must include conversation about what, if any, school activities will be acceptable service learning experiences. For example, you may accept peer tutoring, but not making benches for the student patio, since the latter carries credit in woodworking class. While some programs allow school-based service activities and others do not, we think the best policy is to apply the same criteria to school activities that you apply to agency placements.

You will also need to consider your response to requests you are sure to receive: "Can I babysit for my neighbor down the street when she has to go for her kidney dialysis treatment each week?" "Can I help my grandmother each week by doing her grocery shopping?" And the list goes on. Service outside an agency can work, but you will be less able to verify that the task was accomplished (and on a volunteer basis). If the task meets other criteria you have established, if it is ongoing in duration, and if students can use the activity for reflection, it may work in your program, at least for students who for some reason cannot find placement in an agency.

Task Expectations

Does the service learning activity provide some room for creativity and growth? By and large, you will want to avoid routine activities that don't provide students with thought-provoking experiences. You should favor activities that allow students to see some direct result of their work. Whether the task involves direct service to individuals or work with agencies providing service, students should have opportunities that allow for creativity, problem solving, and the possibility of developing skills (in relation to your

objectives), and are varied enough to stimulate reflection. John Gardner (1990, p. 335), for example, suggests providing students with:

- Opportunities to experience the shared responsibilities of group action and to learn the skills required to make a group function effectively.
- Opportunities to test their judgment under pressure, in the face of opposition, and in the fluid, swiftly changing circumstances characteristic of action.
- Opportunities to test and sharpen their intuitive gifts and to judge their impact on others.
- Exposure to new constituencies.
- Exposure to the untidy world, where decisions must be made with inadequate information and the soundest argument does not always win, where problems rarely get fully solved or, once solved, surface anew in another form.

Filing records in a neighborhood clinic or vacuuming the floors after hours in a preschool is not going to be as beneficial for students as teaching geriatric patients in the same clinic how to cook nutritional meals for themselves or building playground equipment for the preschool. But this rule is not absolute. Some school coordinators report that, for certain students, more routine tasks are an easy entry into the service learning field, or are simply of sufficient challenge to be manageable, especially for those students with limited academic or intellectual resources. You will have to be the judge in individual situations, but generally you will be well-advised to select challenging, creative, and productive activities for students.

Central Issues or Problem Focus

Do you want students to focus on particular problem areas or issues in their community service? Generally, schools don't limit the type of work setting students are provided, but there may be times when you will want to do so. For example, if your community service work is to occur within a child development class, you may want to limit the work settings to those involving children. Similarly, if the program operates in a political science or government class, you may want service learning projects to be done with governmental units or agencies in the political arena. In

some cases, to assist transfer of skills to new settings, you may want to have students work in more than one type of setting. For example, you may want students to do one activity (regardless of duration) in a human services agency such as a homeless shelter, one in a social change organization such as a housing advocacy group, and one in an educational or cultural setting such as a library or museum. As always, your choice in this matter depends on what objectives you have set for students.

Pay for Service

Should you allow expense reimbursement? You will need to decide whether students can receive any type of reimbursement for their work. Hourly pay places students in the category of employees, and thus creates problems for organizations who are looking for volunteer workers. In addition, it defeats the purpose of service learning as a way for students to give of themselves for the sake of the community and its needs, without personal financial gain. Other financial questions that are not as clear cut will require a policy. For instance, can students who need certain equipment or clothing for the setting in which they work be reimbursed from the organization for this purpose? What about transportation costs, especially for agencies that might otherwise have trouble attracting students? You may also be faced with students who cannot afford to do the service required because they need a paying job after school.

Impact of School System Organization

The design of your service learning program and the decisions you make about the types of activities you will accept will be affected by how your school conducts staffing, scheduling, and public relations; your grade level configuration; the teacher-board contract; facilities; and revenue sources. You cannot fully plan a program without knowing how much flexibility you have in these areas. For example, if your collective bargaining agreement or computer scheduling program doesn't allow flexibility in the daily schedule for special classes, you may not be able

to plan a program with double periods during the week so service learning activities can take place during the school day. You must also consider any limits or parameters for staffing in either board policy or the collective bargaining agreement. The following are some of the constraints that certain models of service learning place on schools and districts.

Age of Students

Developmentally, students at different ages need different types of programs, and if the program is open to different grade levels, you will need a variety of service options to meet these differences. Younger students need programs where they can see results faster and be successful with limited frustration. Younger students who can't drive must have a parent drive them to the work site or be able to choose from a wide range of activities that are accessible on foot, through safe public transportation, or by bicycle.

Staffing

It's hard to run a service learning program without a coordinator. Someone needs to maintain records, contact and establish a relationship with the staff at service sites, and help students reflect on their experiences. Coordinators cost money, but there are alternatives to hiring a person full-time, including using parent or community volunteers or enlisting existing staff members such as counselors or homeroom teachers.

In addition, you must determine where a coordinator falls in the organizational chart: To whom will this person report? And you must determine how much of a load this person can carry. There are no set rules here; practices vary from school to school. Ideally, the coordinator needs some time to do the various coordination tasks during the day without a full student load.

Space

You will need some allocated space for the coordinator to work, where files and resource materials can be kept. A

phone is a must because of the need to set up and keep in touch with sites. If counselors or homeroom teachers do the coordinating for their students, a separate room may not be necessary as long as these staff members have access to an office. In schools where a teacher's classroom doubles as an office, space will still be needed, especially if the classroom is in use all day long.

Financial Resources

Program type will affect the resources needed. Newsletters and communication with agencies cost money. In certain kinds of projects, students may need money for materials or programs and if you plan to transport students during the school day, or reimburse transportation expenses for service projects, these too will cost money.

Public Relations

Service learning can be your best or worst public relations tool. You will need to include public relations as an ongoing task because all stakeholder groups involved in the program need to be kept informed. In general, these programs bring nothing but positive publicity to the school, but the potential for disaster is also present. You will have many students presenting themselves to the community as emissaries of the school, and if they do less than a quality job, it can make the school look bad. The more students you have involved, the larger the task of making sure students are well-prepared for the work and motivated to do a good job. Again, where programs are required, you have a greater chance for public relations problems, but they can be avoided if students are well-placed and well-prepared.

Class Size Limits

For programs occurring within a regular class during the day, class size may well be determined by the type of activities planned and whether or not they occur during the school day. In some districts, however, there are class size limitations, which may be too large for agencies to accommodate during the school day. Some districts may

also have total teacher load limits that need to be considered. School traditions or contractual clauses might affect programs operating with advisers who meet with students during the day or after school. It's something that needs to be examined early in the planning process.

Scheduling

You must also consider whether your school day can be modified to accommodate the type of program you want to operate. If you hope to use the school day to do service activities, you will have to schedule students for a longer period than the typical 40- to 55-minute class. This time can be built in once a week if a modular schedule is in place, or the class can be scheduled at the end of the day so that some activities could start during the school day and continue after school. If you plan to hold a classroom session only once or twice per week, you will have to determine if your scheduling system will allow for assignment of these students to another class or study hall during the remaining days.

7. Stakeholders: Gaining Their Interest, Confidence, and Commitment

Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it's the only thing that ever has.

—Margaret Mead
(quoted by Halperin 1989, p. 5)

Everyone in the school community has a stake in the education of the community's children, so it is essential to inform everyone and to involve as many people as possible in planning the service learning program. Take the time to carefully consider *your* interested parties. All of the constituencies listed below need to be involved (not necessarily in this order).

Students

Many students are already involved in service activities through their religious affiliations or groups such as Scouts. Also, service is already being provided through school-sponsored clubs and organizations, such as the National Honor Society, Tri Hi Y, and Key Club, among many others. These clubs and the services they provide could become the foundation for your more comprehensive service learning program, and you should work with those groups' leaders.

Some students might at first be reluctant to become involved because they feel uncomfortable, they might not value school, or they might have built up a defense against being told to do *anything*. With such students, patience will be required in finding an area of interest, someone with whom they can identify, and a service learning activity meaningful to them.

Faculty

Second only to student "buy-in" is the need to involve as many faculty members as possible. Anyone who is or has ever been a classroom teacher knows the feeling of being *told* that a new program will be implemented. Put very simply, an imposed program will never succeed. In addition, educators tend to be wary of any out-of-school experience that they can't closely supervise or for which they don't have a lesson plan.

In some schools, the first step may be to convince teachers that learning can take place outside the classroom and that service can be a tool for this out-of-classroom learning. You may have to arrange for teachers to visit successful programs and to talk to teachers already involved. It's a good idea to meet individually with teachers who have doubts so that you can address their questions one-on-one.

Another way to build support is to develop a core group who believe that learning should be active. This core group can do many things to help pave the way for a service learning program. As this group expands, many projects can be undertaken:

- Highlight and applaud all classes, clubs, and other organizations that either encourage or already provide service.
- Make connections between "service" and curricular goals.
- Plan a Faculty Service Day, perhaps with the cooperation of the local teachers' association, at which time interested faculty can actually *do* a service project for the school or community.

- Lobby for a professional library or add service learning material to the one you already have.
- Identify and educate the school's "key faculty communicators."
- Be prepared to recite examples of service learning for every subject area.
- Tie in service learning with school reform efforts.
- Provide assurance to your colleagues that (1) this is sanctioned by the administration (of course, first make sure that it is), (2) it is teacher-driven, (3) it will not jeopardize class time, (4) they will receive technical assistance, (5) paperwork will be minimal, and (6) it's a chance for rejuvenation, an opportunity for recognition, and an opening to networking.

Administrators and School Board

Support and empowerment are the two key factors for administrators. Both the district office administration and the building principal must support the program if service learning is to be successfully implemented. While an individual teacher or a few teachers might get a small project off the ground, without administrative support, service learning will not become an integral part of the school program or culture. The administration can also play a key role in identifying priorities and providing input to establishing clear objectives. An administrator or designee should sit on the planning committee, but need not serve as chair.

The Principal's Role

Principals play a central role in the success of the program. They may designate someone to carry out the tasks of organizing and operating the program, but they must demonstrate their belief in and support of the program. For example, the principal can help establish service learning by:

- Being involved in a service club, such as Rotary or Lions Club
- Serving as the initial liaison to the community
- Providing parents with access to the planning groups

- Encouraging teachers to integrate service into the current curriculum
- Helping with logistics
- Offering coverage to allow teachers to visit service learning programs in other schools
- Planning professional development programs
- Announcing service learning projects via the P.A. system
- Sending congratulatory notes to participants
- Spending time with those who are trying to conduct service projects
- Communicating with and garnering support from the district office.

The Superintendent's Role

The role of the superintendent is also very important as the school community will look to the chief administrator to validate the planners' efforts. The superintendent can show support by:

- Encouraging the planning committee
- Recommending board policy to support the program
- Inviting participants to address the school board
- Suggesting ways to include service in existing programs
- Incorporating service learning goals into district goals
- Supporting the grassroots initiatives of the building principals
- Seeing that appropriate public relations attention is given to the program
- Providing community contacts and communicating official endorsement of the program to these groups.

Again, it's not expected that the superintendent actually serve on the planning committee, although it would be advantageous if a superintendent's designee could attend committee meetings. The superintendent's support, like that of the building principal, is essential to the success of the program.

The School Board's Role

The school board's responsibility is to become conversant with the program and to make informed

decisions regarding its implementation. Board members should expect regular reports from the planning committee and should schedule time to meet with the committee. Questions individual board members are asked by their constituents should be referred to the committee or a person designated by the superintendent. If possible, the board should make a financial commitment and include a component of service learning in district goals or board policy.

Parents

Parents are usually supportive of plans they understand. Their frustration occurs when they are not kept informed. Use this knowledge to your advantage. Keep parents informed through flyers, the district newsletter, local newspapers, telephone chains, and key parent communicators. If you have the resources, it's helpful to provide a brochure telling parents specifically how they can help their children select service learning projects most appropriate for their needs and interests.

Parents need to know how *their* children will benefit. They should be told that in addition to meeting an immediate social need of the community, service learning helps students develop specific job or career skills, apply for college admission, and clarify career goals.

Parents need to participate in planning, implementing, and evaluating service projects. You must respect the concerns of parents who might not want their children placed with certain agencies who hold values with which the parents disagree. Also be sensitive to parents who express concerns about safety. If parents don't want their children to have a particular placement, honor that request. Most of all, welcome parent involvement. Not only can the parents themselves be of substantial assistance, but they can also be the avenues to others in the community whose support will be needed.

Agencies

Community agencies are stakeholders because they will be important beneficiaries of the program. Although most agencies are accustomed to working with volunteers, some agencies may not be familiar with the concept of service learning. In this case, you must educate agency staff about the overall goals of your program. Expectations need to be made clear by both sides; by definition, service learning is reciprocal between school and agency. If feasible, at least a few agencies should be represented on the planning committee. It would be helpful, however, if all agencies could present to the planning committee an outline of how they use volunteers. Both the agencies and the school need clear criteria for the performance and evaluation of all parties involved in the program. In short, the school and the agency must develop a good working relationship.

Community

We refer to "community" in this section as an entity represented by such groups as the local governing board, Chamber of Commerce, service clubs, historical society, and library board. The community serves as a resource to both the school and the agency and will be very interested in this partnership. Invite community leaders (those who can be identified as influential to the well-being of the community) to serve as members of the planning committee and keep the public well-informed about the service learning plans. Never assume that "everyone knows everything." Develop a deliberate information plan to reach all citizens, whether or not they say they are interested. They are. In Vermont, the Retired Senior Volunteer Program (RSVP) provides any public school in the state with an adult volunteer to serve as a liaison between student volunteers and local agencies. A similar program may be available in your area, or you could start one.

Colleges

You also need to contact colleges in your community or close by that many of your graduates attend. The Student Services Office and the Admissions Office can tell you the college's expectations of their entering students. For example, does the college consider student service to be important? Does it have a campus program? How is their program designed? Is there any possibility of affiliation with the local school so that some of the service can continue? These connections may not only allow students to extend their service learning experience, but may also convince parents that service learning is of academic value.

Remember that the concept for starting a service learning program can come from any of the groups we've discussed. All have issues that service learning can address. However, regardless of the initiators, the school must play a major role, and the administration, in particular, must buy into the process. The important job of getting all stakeholders to participate will most likely fall on the shoulders of interested faculty and the principal or designee.

8.
Getting Started

Experience, thought to be the best teacher, is sometimes a confusing teacher. Robert Benchley said that having a dog teaches a boy fidelity, perseverance, and to turn around three times before lying down.

—John Gardner (1990, p. 335)

The framework for your service learning program must be carefully structured and thought out. Just placing students into a program will not necessarily lead them to learning. Each step must be planned with the students in mind. In this chapter (and subsequent ones) we address specific tasks a coordinator should tackle after the program is designed. These are also issues that policymakers and administrators should understand in planning a service learning program.

Developing Opportunities for Reflection

While service learning advocates agree that experience is the best teacher, students can learn the wrong things. A classic example is the student who spent weeks helping in a soup kitchen and, when asked what he had learned, replied, "how to ladle soup." This is what John Dewey meant when he warned about the potentially "mis-educative" nature of experience and the need for reflection and critical analysis of learning by experience.

Because of such examples, authentic service learning programs must include written and oral follow-through. John Briscoe (1993, personal interview), founder and former director of PennSERVE, considers this to be an essential component. "More needs to be done on the

reflection part," urges Briscoe, "and this reflection must be related to the outcomes." W.B. Martin (1977) put the matter succinctly when he said, in reference to service learning, "Life is not simply a matter of *how*, but also of *why* and *so what*" (p. 98). Ralph Tyler perhaps said it best:

> For students to gain understanding and appreciation of their out-of-school experiences, it is important to arrange for seminars or other sessions in which students are stimulated to reflect upon their experiences, to become more observant, and to perceive the relationship between what they observe and the school curriculum. Experience in the "real world" can be chaotic and confusing because events often occur rapidly and follow each other in an apparently disorganized fashion. The concepts and principles of school subjects plus the more ordered vicarious experiences provided by novels, short stories, and dramas can help students to sort out their experiences and interpret them in terms of organized ideas (1990, p.206).

Reflection helps students identify their own values, assess personal skills, develop empathy for others, and compare their assumptions to real-world experiences. Cairn (1993) and other authors suggest that reflection helps students answer such questions as: What happened to me? What difference did I make? What does this experience mean for me? For my community? What have I learned related to the academic areas I am studying? What causes the (societal) problems I am learning about in this project? How could these problems be solved?

Reflection can take several forms. It can be individual, personal reflection through daily writing, a scrapbook, or a collection of keepsakes or drawings, or it might take place during face-to-face meetings between a student and teacher or agency supervisor. Reflection can also be a group activity in which students learn from one another by discussing (1) experiences with the people served, (2) the effectiveness of the service, and (3) the root causes and interrelatedness of social problems. In many cases, students use more than one form of reflection.

Students need coaching and guidance if reflection is to be effective. (We urge that all faculty be trained in this technique; see Appendix A for possible resources.) Oral reflections are not just "discussing experiences," just as written reflections are not simply diaries of events. One classic example of a student's journal entry goes something like this: "Today I got to the nursing home at 2:00. Talked to some ladies. Passed out popcorn at the movie. Went home at 4:00" (Conrad and Hedin 1987, p. 39). This reflection probably helped the student very little.

Effective reflection is organized and serves a purpose. Even though reflection questions are often open-ended, the responses should have a framework like any other serious piece of writing. Students can be spontaneous in their initial responses, but should convert some of them into a solid piece of writing on a regular basis. One effective approach is to have the students write independently on a daily basis, with a regular time designated for conferencing and editing a more polished essay.

Another reason to have guided reflection is that students sometimes oversimplify or misinterpret the events they observe or in which they participate. They don't always remember what happened and they sometimes have difficulty understanding situations, especially in a service learning situation site unlike their usual environment. Thus, it's imperative for teachers to help students "work through" the experience. (Specific suggestions for creating directed questions can be found in *Growing Hope*, listed in Appendix B.) Students should understand that they are not expected to reveal private facts about themselves. Realistically, however, you need to be prepared to deal with those students who feel a need to talk or write about matters considered confidential.

Another, very practical, reason for written reflection is to provide an additional record for the student's portfolio, which adds validity not only for the student, but for the program as well. A sampling of reflections shared with the agency and school board could be far more persuasive as to the worth of the program than a listing of students and where they served. And, of course, the service learning reflections are a lasting and tangible reminder that the student *made a difference*.

Selecting the Need/Issue

Now is the time to return to the list of community needs and to involve the students in identifying issues or areas of concern in their community. Projects can be prioritized according to the degree of need or student interest, or according to guidelines resulting from program design choices.

Students can interview people who work in their areas of interest, such as social workers, day care service providers, environmental experts, medical specialists, elementary teachers, and government agents. Students can also spend a day "shadowing" an agency worker, or agency representatives might be willing to come to the school to speak with the students.

Selecting the Site

The actual service sites can be anywhere from a hospital to the school itself. You need to consider several issues: (1) Is the site safe? (2) Is the travel route safe? (3) Is the site easily accessible? (4) Will there be opportunities for projects with tangible results? (5) Will there be opportunities for the students to develop and use problem-solving skills? (6) Will the students learn new skills? (7) Is the service activity related to the goals and objectives of the program? It is, of course, helpful for the students to visit the site in advance if the service will occur over an extended period. If parents have any concerns, you can encourage them to also make a pre-assignment visit.

Working with the Agency

The first meeting with an agency is crucial because it establishes a relationship. The school and the agency must understand each other's goals, values, organizational and operational procedures, roles, and resources. (This is why advance preparation is so important.) If you listen carefully throughout this meeting, you will hear both the spoken and the unspoken needs of the agency. Be prepared to take good notes because the major follow-up task will be to determine

if and how the needs of the agency fit the goals and criteria of your service learning program.

Bear in mind that an agency is not a school. It operates under a different set of guidelines, which may not be what you are used to. However, the way the agency operates is its business and not yours. Those working there will not appreciate you questioning their procedures any more than you would want to hear critical comments from them about what you are doing.

Make sure you are clear about your objectives before the meeting. Be prepared to present the goals of the program and the expectations for student learning, such as outcomes, criteria for appropriate tasks, monitoring, and method of evaluation. In turn, learn all you can about the agency itself and its programs. Know enough about its organizational structure, its method of funding, and its programs and services to be able to ask informed questions.

Be ready also to clearly explain what you want from the agency. Prepare in advance a list of general expectations, which must not appear to be a "list of demands." (It might be a good idea to run this by a manager in a similar agency.)

Ask the agency to identify its needs. Have those in charge carefully planned how they want to make use of the service provided by the students? Are the plans in line with the expectations of the service learning program? Can the students provide the services needed? Do they have the personnel needed to guide the students? Are their personnel receptive to students being a part of the daily or weekly operations?

You will also want to be aware of resources you have that can assist the agency. For example, your school may be able to provide printing services or clerical support for a newsletter that may result from the service project. Don't overlook the potential here for positive public relations; newspaper articles and stories or articles in the school newsletter will be attractive to the agency.

You may need to spend some time discussing just how service learning differs from the kind of "volunteer service" with which agencies are familiar. The agency's main need may be to accomplish a task, while the need of the school is for the students to learn and express themselves through service.

Such things as scheduling must be discussed: Who will do the selecting, supervising, evaluating, and reporting? In the reporting, what information is significant, who will collect the data and prepare the documentation? For what purpose will it be used? Who will be privy to its contents?

As in any working relationship, you'll probably experience occasional misunderstandings. If you have begun on a firm footing, by taking time to listen and discuss similarities and differences, these misunderstandings will be easily resolved. That is why regular contact is so important; it builds trust.

Preparation for the Placement

Once an activity or goal is decided upon, the students must prepare for their roles. Team-building, communication, and problem-solving techniques dealing with conflict and "what to do if" skills can be addressed in the classroom as part of the curriculum, or they can be a part of a special "preservice seminar." In either case, preparation is needed before any student begins an on-site assignment. There should be a written "course of study" for this seminar, including student outcomes. In addition, any agency working with the students should also provide training specific to the tasks the students will be performing; more than likely, this training will take place on site early in the service assignment.

Placement of students is important. You want to assign the "right" person in the "right" site. Find out your students' interests, skills, talents, and limitations. What preliminary training do they need from the school or the agency? If at all possible, include the students in the development of their assignments so that these questions are addressed early on. At least make sure they are oriented to the basic "who," "when," and "where," followed by orientation at the site.

Setting Student Expectations and Performance Guidelines

A good service learning experience provides students with *service* and *educational* goals. They should be clearly

stated and understood by all parties. The agency needs to understand that students are inquisitive and have an interest in the purpose and consequence of what they are doing, and that they have a tendency to overestimate what impact they can make in the short time they serve. Students may not always understand that standards on site may differ from those in school. And, of course, the students need to realize that what they do will reflect on the entire school program.

In long-term projects, careful monitoring is essential to find any potential problems and address them immediately. It is a good practice, both to ward off problems and to enhance the experience, to build in time for the students to talk with the agency staff on a regular basis about the ongoing experience they are having at the site.

Monitoring the Program and the Students

Monitoring the program and the students is part of all effective educational practices, and service learning is no exception. How students are "graded" depends on the program design and your school's evaluation policy and guidelines. Best practice suggests that students be involved in all evaluation of their performance in service learning programs. By sharing ownership of the guidelines, they are more likely to meet them. Certainly, input from the school coordinator/supervisor, the agency supervisor, and the reflection component should be considered. For example, you may consider monitoring (1) the tasks or experience being provided, (2) the level of student participation, (3) the quality of the participation, (4) student outcomes, and (5) outcomes of the program itself.

The Leadership Component

Service learning provides a perfect opportunity for students to develop leadership skills because they must take the initiative and make decisions under real-life conditions. In many such instances, they learn to respond quickly. However, students also require formal training if their leadership skills are to be as effective and as

long-lasting as possible. Leadership skills can be provided in the reflection component, through the orientation process, and in the classroom. As suggested earlier, leadership can also be the "theme" upon which the service learning program is built. (See Maher in *Educational Leadership*, December 1985/January 1986, for further information on the leadership component in service learning.)

9. Operations and Procedures

Service has to be nurtured and attended to in order to thrive. The desire to create a more perfect union comes from the moral character of the people and character is not shaped only by circumstances and luck. It takes practice and discipline and example. We know this as parents. We must know it also as citizens.

—Richard Dreyfuss
(*Streams*, p. 14)

At this point, many of the decisions have been made. The program is designed, the goals and objectives are in place, and the attending criteria are set. With start-up plans in place, you're ready to consider the administrative and managerial aspects of operating and maintaining your program. This chapter addresses procedures needed now to achieve that end.

Advisory Council

Most successful programs, service learning included, establish advisory councils, which are especially crucial to the survival of small and beginning programs. Carol Hillman (1993), who has worked closely with rural schools in designing service learning programs, says, "Starting a new program is lonely. When only a few people are involved, many times the others in the school use it as an excuse not to initiate anything in their own classrooms. The majority grumble, 'Let *them* do it.' Therefore, it is necessary to set up an advisory council representative of the whole community."

An advisory council may be an extension of your planning council, if those members would like to continue to be involved; however, the purposes of the two groups are somewhat different. An advisory council is ongoing and might be compared to a board of directors, while your planning council was formed to help everyone get started. The advisory council is likely to attract people who did not have the time to devote to the start-up work, but who would be willing to meet periodically to serve in an advisory capacity. Hillman suggests you consider a range of potential members—students, business owners, attorneys, religious leaders, public officials, retired persons, media specialists, and one or two persons well-known for their creativity or their "doubting Thomas" approach.

Some of the most important benefits provided by an advisory council, according to Hillman, are shared community ownership, intergenerational interaction, political support, networking, and visibility in the larger community. In addition, an advisory council can provide a different perspective from those who planned the program or who work with it on a daily basis. A council also adds validity to your program, sending a public message that "this service learning is important enough to attract the attention of some prominent people." A possibly less noticed but very comforting benefit of the advisory council is moral support; the council can offer a "safe haven" in which to receive candid feedback and friendly advice. There is also the strong possibility that members of the council can obtain outside resources for your service learning program.

How you structure your program will determine how often the advisory council meets. Typically, an advisory council meets quarterly, but you may find that bimonthly or semi-annual meetings work best for your situation.

Operations Committee

This group of managers can be termed anything appropriate to your organizational structure: operations committee, executive board, committee-of-the-whole, steering committee—whatever feels comfortable. The name

isn't as important as the function. This group should be made up of "those who make it happen." This management team should, of course, include the faculty who are most active and interested in the program. And it must include the principal, or a designee who can speak for and has the support of the principal. Parents may be included on this operations committee, or you may wish to have the parents represented only on the advisory council. Students should be represented as well, unless you think students can better contribute on the advisory council. It may also be helpful to include a school board representative and a representative of the teachers association.

In some situations, an operations committee is unnecessary. For example, a large school district might have a full-time service learning staff who could serve as the committee. In that situation, the advisory council would play a larger role than it would when the committee is representative of all stakeholders.

Whatever the structure of the operations committee, its function is to implement the program according to the established policy of the school board and in accordance with the mission and guiding principles under which the service learning program was established.

Management

Like all good organizations, your service learning program needs to be managed properly to be effective. Whether you oversee operations by committee or through an administrator, you will need to have someone coordinate the new program effort and conduct the day-to-day management. Most programs credit their success to having a full- or part-time service learning coordinator. While a full-time director is, of course, ideal, someone at least part-time is fundamental to smooth, uninterrupted operations. Some schools have found a volunteer coordinator who establishes partnerships with local service groups such as the United Way. Agencies, faculty, students, and advisory council members need to have a designated contact person, someone who has been empowered to make the day-to-day decisions and has the authority to speak for the program.

Timeline

One of the first things the coordinator must do is to establish a timeline, which will set a direction and framework for the program and provide a visible blueprint for everyone involved. When developing a timeline, the coordinator must consult with everyone who may be affected in order to establish a realistic calendar.

Job Descriptions

The coordinator should also design job descriptions in concert with the agency liaison. These descriptions can be general to all placements, but will be more helpful if they are specific to each student's placement. Job descriptions delineate the expectations for the students as well as the learning outcomes. In addition, job descriptions let students know in advance what "jobs" they will be performing, the procedures for fulfilling the expectations, the agency contact, the service dates and times, and other important information. You must, however, also be prepared for the reality that as the agency's needs change, so might the jobs in which students will be placed. It is thus advisable that the criteria established for the program (Chapter 6) be clearly delineated so that agencies can ensure that they continue to meet the criteria, even as the jobs evolve.

Operating Procedures

The coordinator, with the help of the committee, should establish procedures by which the program will operate. These procedures will vary depending on the service learning model, but should include at least the following:

1. *Appropriate placement.* Students should be placed in situations according to their interests, skills, and talents, as well as the availability of such things as time and transportation.

2. *Discipline.* A process should be established to handle misconduct. As a general rule, the school's discipline code applies; however, other factors specific to sites off campus may need to be addressed.

3. *Training time.* We cannot overemphasize the importance of students being "ready" for their placements. If they are not prepared, they are unlikely to be maximally successful.

4. *Parents.* You must plan for various parental concerns, and create a process by which parents agree to the student placements. Preparing a "Handbook for Parents" is well worth the time. Parents, like all of us, are likely to become upset over something they don't understand. Make sure that parents know whom to contact in the event of an emergency during the time the student is engaged in the service project.

5. *Agency communication.* The agency should be given a procedure for reporting to the school concerning the student or the program. Establishing a way to contact the school or parents in case of emergency should be of utmost concern.

6. *Managerial training.* It would be helpful, although not required, if the coordinator were to have some managerial or administrative training. Everyone in the system should understand the relationship of the coordinator (or director) to the overall organizational structure.

7. *Scheduling.* The service learning program will operate more smoothly if the coordinator is involved in planning the schedule. The issue of scheduling may be dictated by the kind of model you are following, but the coordinator will still need to be a part of working out the details.

8. *Forms.* The coordinator will play a large role in designing or selecting forms for the service learning program. While service learning isn't intended to generate red tape, forms help to standardize procedures. Forms show the agency that you are approaching this service with seriousness of purpose and treating it with the same regard you give other school programs. Forms also aid in record-keeping. (The appendices include groups and references with sample forms.)

9. *Curriculum writing.* The project coordinator may either oversee curriculum writing or be a part of the curriculum planning process. If you have an "after-school" program, the curriculum may easily be designed by the project coordinator. If the ultimate goal is to have service learning infused into the curriculum, the curriculum writing is likely to be a much more involved collaborative effort.

10. *Materials.* The project coordinator should lead the committee in its review and recommendations of materials needed for the service learning program. When planning a professional library, student preassignment training, professional staff development, and presentations to students, parents, and the community, care must be taken to select materials appropriate for your particular program.

11. *Research and professional development.* The coordinator should also be responsible for keeping current in the field of service learning, understanding best practices and new studies.

Matters of Money

Discretionary funds for public schools are almost unheard of today. This is not a good time to be thinking of new ways to spend money; however, it would be a mistake to turn your back on service learning because of financial constraints.

Cost Options

Service learning programs, as explained in Chapters 5 and 6, come in various "cost" packages. If all sophomores are required to take a service learning "course for credit" during the school day, the cost can be calculated by the number of classes multiplied by the cost of the teacher. For example, if you have 250 sophomores placed 25 to a classroom, you have ten teaching periods per day designated for service learning. If each class cost is calculated by the average teacher's salary (and benefits) of $30,000, with the teacher assigned five classes per day, that is $6,000 per class or $60,000 per year for the classroom instruction of your 250 sophomores. Add to that any cost of transportation during the school day and administration (including coordinator costs and release time for management of the program) and you have a rather expensive program.

However, if your service learning activities occur outside the school day, but with in-class instructional time once a week (for discussion, reflection, and training), you can cut your costs significantly. Your 250 sophomores can

now be taught in ten periods across one week rather than every day, or two periods per day with students assigned to study hall the other four days. You now need one teacher for two periods a day (or $12,000), and you won't have any transportation costs.

If service learning is required on the students' own time as part of an assignment in a particular course and the class time (for planning and reflection) is built into the course, you will have an even less expensive program because the service learning activity is a class assignment monitored by the teacher. In such models, however, you may find large differences in how service learning occurs unless you provide extensive training for the teachers involved.

If the program is voluntary and both the service and the reflection are conducted "outside the classroom," your major expense is for the coordinator or a clerical record-keeper. In this case, reflection could be written by the students and submitted to the coordinator. This is the least expensive way to conduct the program; however, we don't recommend this procedure because it may also be the least effective as it is difficult to build in the monitoring and reflection components when students are not a "captive audience." Two points to keep in mind are that (1) students should have at least 45 minutes per week for reflection while engaged in a service learning project, and (2) paying a stipend to a coordinator costs less than awarding "release time."

Another cost-cutter is to have students operate the program. This idea has attracted the support of people such as Ernest Boyer (1990), who suggests students plan the program and develop their own assessment criteria, and Homer Schamp, a leading Maryland education authority (Peirce 1992). The use of adult volunteers may also allow you to handle coordinator costs more easily. Again, training and support from the school must remain *someone's* responsibility.

Another cost-saving, yet very effective, approach may be to establish an "advisory system" through which each person on staff is responsible for a certain number of students. Time can be built into the daily or weekly schedule for each advisor to meet with advisees. (Remember the need for a minimum of 45 minutes per week

for reflection.) The advisors can be responsible for monitoring the students' service learning projects and directing the reflection component. An added benefit is that advisors become mentors to their relatively small group of advisees. This advisory approach can build upon an existing homeroom or advisory program. A drawback, however, is the training required for all advisors, some of whom may be reluctant to be engaged in service learning. One possible solution to this dilemma is to promote an advisory program based on the merits of such a program, rather than as an inherent piece of service learning (Witmer 1992).

Presenting a Case

Here are some suggestions for presenting a funding proposal or program evaluation to the administration or school board.

1. Strive to have service learning "infused" into the curriculum for credit so that budgeting is viewed as a curriculum item, not a special program (which could be easily dropped). The long-range goal should be the integration of service learning into the academic curriculum and the inclusion of service learning as a school or district goal or priority.
2. Document, document, document. Keep good records of everything.
3. Prepare and submit periodic reports.
4. Prepare portfolio collections of student reflections.
5. Prepare a portfolio of letters of appreciation and commendation.
6. Maintain a professional tone in all you say, write, and prepare.

Grants

Don't overlook outside sources of funding. An area business or industry may be willing to underwrite some of your costs. Join organizations that can provide you with contacts. Funds in the form of grants, both federal and state, are increasing, with community service emerging as part of the national political agenda. Professional publications carry such notices and state and government

agencies are also good sources of information about applying for grants. Major funding will be made available through the National and Community Service Act of 1990 (as amended by the National and Community Service Trust Act of 1993). This act, as amended, will add $300 million to current federal investments in service learning and full-time service programs. For more information, contact one of the service learning organizations, some of which are listed in Appendix A.

Networking

There is an old saying, "It's not what you know, but who you know." Add to that, "You have to be in the right place at the right time," and you have the basic explanation of networking. Networking is almost foreign to most public school educators, for we live in a very insular environment. If you haven't had the need or opportunity to develop "a network" or "make the right contacts," here are some tips for getting started:

1. Join associations and *attend the meetings*.
2. Write to the author of an article you read and liked.
3. Read journals in the field and outside as well, particularly business journals. Try *Inc.*, *Entrepreneur*, and *Executive Female* (in addition to *Executive Educator*).
4. Read *The Journal of Philanthropy*.
5. Keep in touch with people you meet at association meetings and conferences and with favorite professors and classmates.
6. Write notes to anyone who has done you a favor or who received an honor or promotion.
7. Drop in to say "Hello!" to those you know when you are visiting a school, your college department, or your state department of education.
8. Volunteer to serve on committees.
9. Don't tell anyone you're too busy.
10. Jump at opportunities to work with people in business and industry.
11. Write letters to the editor.
12. Keep a card file of your business contacts.
13. Offer to be a speaker for local service clubs.

14. Respond to notices offering grants.
15. Write articles for publication.

Promoting the Program

Everyone is bombarded today by an overload of print material—from a mailbox full of circulars to work guidelines and evaluation forms. We are blitzed by the television and radio media until we "shut down." How, then, can we find a place for yet another voice to be heard, the voice bearing the message of service learning?

Two aspects of service learning aid those of us interested in promoting a program in the schools: (1) most parents are interested in what affects their children, and (2) many members of our "target audience" (students and teachers) are captive, but interested in school improvement. We have parents willing to listen, communities concerned about the youth, and agencies that stand to gain from service learning.

Recruitment

Students talking to students is the most effective way to spread the word about service learning. If you are just beginning, organize students who are active in the community through religious affiliations, Scouts, or school organizations. Work with these groups to present assemblies for larger groups or to visit classrooms, or a combination of the two.

A well-designed presentation to the school board by students and faculty is a great way to get information presented. Follow this with the distribution of a Fact Sheet. This same set of presenters can also speak at a faculty meeting and to parents at "back-to-school" night, an annual event in many schools.

The benefits of the program are easy to promote, so you won't have difficulty "selling" the idea—in principle. What you must be prepared for are questions about the details. This is when the Fact Sheet can help. Arrange for the local newspaper to take a photo of the students presenting and ask television stations or local cable companies for some coverage. (An excellent investment

would be a camera to capture the students as they are engaged in their service projects.) Success breeds success, and seeing students successfully engaged in service learning will interest even more students, teachers, and others.

Inservice

Periodic, scheduled information and discussion meetings should be held for all stakeholders—staff, students, parents, agencies, and anyone else who is interested. Updates, end-of-year reports, future plans, and student portfolios should all be available for viewing. The inservice presentation or seminar does not have to be led by the coordinator; in fact, having an "outside specialist" often adds credibility to your school's program. The inservice can also motivate attendees to become even more committed to the service learning program.

Public Relations/Publicity

In addition to the suggestions already made, make an effort to notify the media of special events, write articles for the local weekly, and offer to be interviewed on a community events program. Work with the public relations coordinator, if your district has one. Coordinators should educate themselves in public relations. Enthusiasm for the program is a great asset, but the coordinator should be savvy enough to realize the value of *planned* publicity.

Monitoring the Program

Monitoring any system is an ongoing task that involves keeping track of almost everything concerning the system. Keeping records from the very beginning and establishing a filing system will make this process more manageable. The main purpose is for the coordinator and all other supervisory personnel to determine how well all of the elements are functioning so that negative aspects can be corrected and positive aspects enhanced.

Databases

Begin the monitoring efforts by creating a database of people and places. This database can be an electronic or cardfile system. (With a computerized system you can sort and select by any field to seek appropriate placements for students.) The file should contain basic information on each student, teacher, and agency, such as name, address, telephone number, and emergency contact person. In addition, a folder should be kept for each student showing what agency is being served, and what tasks are being performed. These folders should also contain the students' reflections, as well as time sheets, parent permission forms, evaluations, contracts, and any other data pertinent to each person and agency in the program.

Record-keeping

Maintain a master list showing where each student is on assignment. A wall map showing the agencies in geographic relationship to the school is a visible and effective way to demonstrate the scope of the service learning program. A colored straight pin can be used to represent each student in service. You could even color-code the pins to indicate various classes or the kind of service rendered.

Keep a tally of *all* service projects so that reports can list the number of persons or agencies served, books collected, walks shoveled, or whatever is appropriate to your program. You should also keep a running total of all hours served. Averaging hours by gender, grade, or classroom subject can be useful in documenting how the program is affecting students. A large graph for this purpose can be both eye-catching and motivating. Collect all photos, news stories, letters, and such; they will be helpful when you need to make presentations and are of historical and documentary importance for the school.

Early on, meet with the business manager, the principal, and the director of curriculum to ascertain what records each might need from the program. Timeliness is especially important if a problem develops over liability. It's better to have more records than too few. As former building administrators, we urge you to keep a file folder for

everyone. This makes it very convenient to "drop in" every piece of paper relevant to each person.

Accurate financial records are, of course, essential. Again, document everything, keep receipts, and establish a system that is easy to manage. Ask for assistance setting up a fiscal record-keeping system if this is something with which the committee or the coordinator is uncomfortable.

Contracts

Contracts do for the actual activity what job descriptions do for planning. A contract or basic service agreement adds validity to your service learning program. The contract can be a checklist or in narrative form depending upon your service learning model and its complexity. Even a basic service agreement, however, should include the following parts:

- Dates and times (schedules)
- Job description
- Duties and responsibilities
- Training (if needed)
- Learning outcomes
- Supervision process
- Evaluation plan

Evaluation

A well-designed evaluation process is very important to the continuing success of any service learning program. Because there are many evaluation methods, you need to choose and use a process that yields information beneficial to the program by showing (1) if the outcomes have been reached and to what extent, (2) areas of strength, and (3) areas needing improvement.

Program Evaluation

Program evaluations can be as extensive as your budget allows and should be based on your needs. A formal program evaluation systematically identifies, collects, analyzes, and reports on the findings; it can also offer conclusions and recommendations. Using a professional

evaluator ensures that the evaluation will be more objective than when studies are conducted by people involved in the program. A professional will also, of course, be more familiar with a wide range of evaluation instruments and techniques; and an outside evaluation usually requires less staff time. The disadvantages are obviously cost and, in some locales, finding someone who understands service learning well enough to have insight and experience to evaluate such a program. Some of the groups referenced in Appendix A conduct evaluations or can refer you to other professionals.

Program evaluations are time-consuming, so you must be clear about your purpose and audience. Determine what questions you want answered. These questions can be fairly basic, such as "Does the program do what we say it is doing?" or "Are the outcomes for students being achieved?" or as specific as "Are there any differences in academic outcomes between students engaged in service learning and those who are not?"

A program evaluation is especially crucial if you need to make a case for funding for your program. Positive results can be an asset in making presentations to decision makers such as your school board and legislators, and can help to encourage expansion of the program.

Student Evaluations

We urge you to carefully plan your approach to student evaluation. Service learning is best evaluated by the objectives agreed upon in the earlier planning stages: What is it you want your students to learn or be able to do? You need to ask such things as: What was learned? What tasks were completed? and How will that (learning and completion) be shown? The responses must in some way be observable, through portfolios of writing (reflections or straight reporting); timesheets; rating sheets; summaries by agency or school supervisors; tangible products, such as a room that has been painted or a garden designed for a retirement home; photographs; newspaper articles; videos; live presentations—the list of possibilities is quite extensive. Use multiple assessments if possible.

You also need to decide early on (based on program design) if grades are to be assigned or if credit is to be awarded on the basis of service hours. If students are to be graded, the criteria for levels of achievement must be clearly defined. This is not an easy task, but can be done with adequate time and training in alternative assessment processes.

Evaluation of Those Served

Some may think it "self-evident" that service to others has positive results. However, you should not automatically assume that all service given is beneficial. You must evaluate through a planned process whether those being served have been positively affected. Have they improved in a noticeable way? Have they learned a skill, improved their social interaction, increased their pride of ownership (of their property, for example), or expanded their self-worth? These are some of the observable outcomes by which your service learning program can be evaluated through interviews, observations, checklists, letters from the agency, and even conversations with the service recipients. If the lives of those with whom the students are interacting are not improved, then the program requires some changes.

10.
Hurdles and Difficulties

In front of excellence the immortal gods have put sweat, and long and steep is the way to it, and rough at first.
—Hesiod, circa 700 B.C

If "beauty is its own excuse for being," then those involved in service learning programs can surely view their program as its own best reason for existing. Wrapped in the excitement of the program, those devoted to making students' learning experiences more relevant often don't realize that not everyone shares their belief in the value of service learning. Hurdles and difficulties can block a good program at any point. Expect them and you won't be caught off guard. Prepare and you can overcome them. Above all, face them as you would any other challenge: be patient, be positive, and be prepared.

Naysayers

Naysayers are inevitable. Every organization or program harbors a 10 to 15 percent pool of negative people among its members; simply aim your comments, reports, responses, and program to the other 85 to 90 percent of the organization. Maintain a steady flow of accurate, positive information and you will take away the favorite foothold of negative people.

Don't expect to ever change naysayers' views. Your task is simply to develop a plan of action that dwells on the positive:

1. Walk the talk; do what you say you believe; practice what you preach.
2. Identify the naysayers and ignore their comments.

3. Don't allow them to dominate discussions.

4. Don't waste time trying to convince them. Smile and move on. You have better things to do!

Ethical and Moral Considerations

Confidentiality

Service learning programs involve two issues of privacy: (1) the protection of students' privacy and (2) the protection of clients' privacy. The Family and Student Educational Rights and Privacy Act (also known as The Buckley Amendment) forbids an institution from releasing information about a student without the student's consent; therefore, when placing a student who may have a physical or intellectual limitation, prudence (and adherence to the law) is advised. Likewise, students are obligated not to reveal information about the clients of the agencies they are serving.

Unethical Conduct: Student Concerns

Students need to be told how to handle situations that might be legally or morally questionable. This may be difficult, especially in light of the confidentiality issue. Students should be advised not to try to resolve legal or ethical dilemmas by themselves. As "guests" or even "quasi-employees" of an agency, the students, faced with an issue or situation of ethics or questionable conduct, should consult with and follow the advice of their supervisor. If the situation involves the supervisor, the students should discuss the problem with the school coordinator.

Legal Issues

If you take only one point from this chapter, let it be this: *Discuss your plans, policies, and procedures with your school's attorney.* Don't implement any programs without legal counsel. Because much of the law relating to service learning is based on *state* statutes, it's imperative not to blindly follow guidelines you might adopt from another state's program.

In general, if your service learning program is strictly "on campus," all of the school's policies automatically apply. If you move off site and the service learning program is part of the "approved curriculum," it is still governed by the school's policy on curriculum. If, however, your service learning program is voluntary and occurs after school hours, there may be special guidelines. Regardless of the model, check with your school's counsel.

We strongly advise that you create a "risk management plan" so that students are prepared for any "foreseeable" danger. (This is a legal obligation borne by the school.) The preparatory work you have done will help support this plan. Remember those job descriptions, lists of expectations, procedures and policies, master charts showing who is where, emergency phone numbers, contracts, and training? All can be used as evidence that you have taken reasonable care and precaution. You might also want to contact the National Association of Secondary School Principals for a copy of their principles on liability for negligence (see Appendix A).

Insurance

In most cases, your school's insurance extends to off-site experiences, *especially if these experiences are part of the school's curriculum.* But again, consult your school's attorney or business manager to determine the extent to which present insurance provides protection and the potential need for additional coverage.

If your school system doesn't have coverage for students who work out of school as part of a school-approved program, you might want to contact the Association Insurance Management for information (see Appendix A). This group offers a volunteer insurance program for members of Volunteer Insurance Service.

Transportation

If at all possible, transport students in vehicles driven by bonded drivers of school buses, public buses, or vehicles bonded by community agencies. When students travel to a service learning site during the school day as part of the planned curriculum, the school's responsibility is apparent.

Other transportation options include:

- Public transportation (where available); schools can usually purchase tokens at a reduced rate.
- Mini-vans owned or purchased for the program by the school. Perhaps this can be funded through a grant or donation by a service organization in the community.
- Vans leased for part of the day from other nonprofit agencies or a service agency.
- Parent volunteers. This requires careful organization, can be unreliable, and may increase the district's liability.
- The program coordinator or other school personnel using personal cars. While convenient, this option has the obvious limitations of time and liability insurance.
- Students' cars. This, too, appears easy, but may cause difficulty for students without cars or friends in the program and has liability problems for the district.
- Walking, provided the service learning site is not a great distance.

Other Hurdles

While liability and transportation are the two major areas of concern to most schools, you may also want to review some of the following issues with your school's attorney or business manager.

- Location of agencies (beware of high-crime areas)
- Medical insurance (advisable for all students)
- Equal opportunity (ensure that agencies are nondiscriminatory)
- Liability insurance (held by agency and covering volunteers)
- Fair Labor Standards Act
- Affirmative Action
- Supervision (of teachers/coordinators, students, agencies)
- Contracts (for teacher stipends or agencies)
- Personal liability of supervising teachers
- Student compensation

Any issue can become a hurdle. If you have planned your program carefully, you will be well-prepared to address any of the usual difficulties encountered by others who have instituted successful service learning programs.

11.
Last Words

I challenge a new generation of young Americans to a season of service; to act on your idealism by helping troubled children, keeping company with those in need, reconnecting our torn community. There is much to be done.

—President William J. Clinton
(Inaugural Address, January 20, 1993)

There has never been a better time to be involved in service learning. In the 1990s we stand on a solid foundation of research, practice, and support of the trend toward students taking an active role in their own education and in their communities. Agencies are becoming more aware of the contributions young people can make, and schools are discovering that active field-based learning is more meaningful and lasting than passive learning isolated in a classroom.

Once you have begun exploring and implementing a service learning program, you will want to keep the momentum going. We would be remiss, however, not to warn you of the mistakes made by earlier programs and to offer a few, last suggestions to keep you on a forward-moving track. While some of these suggestions are endemic to service learning programs, others are cautions for the continued success of any school reform movement. This list is a summation and a reinforcement of the points you must remember:

1. Ground your program in your school's mission and goals. Service learning must be an extension of what your school believes, and it must be one of the ways the school's goals can be met.

2. Get as much agreement from as many stakeholders as possible. Don't be a "lone voice in the wilderness." No matter how excellent your ideas, you can't implement them with only a small group of interested people.

3. Be sure that the change comes from both the bottom up and the top down, and includes all constituencies, from parents and students to the administration and the school board.

4. Let the agencies and community tell you about their needs. Don't assume that the school (service learning program) knows what is best for those at a service site. The relationship between those doing the service and those being served must be a reciprocal exchange between equals.

5. Don't allow conflict to brew. Get it out in the open. Accept that there will be differences of opinion and keep talking about ways to work with the conflicting issues or points of view.

6. Try to keep the program and staff consistent during the first few years. Try not to increase the anxiety of a new program with internal changes as well.

7. Service learning will be revitalizing; it won't be a panacea.

8. Don't expect the program to work by itself. Students must receive preparation and support in learning from their experiences.

9. Plunge in and don't turn back. This might seem to contradict our cautions about careful planning, but it does not. It's simply a caution not to fall into inertia waiting for the perfect moment. Do it.

10. Know that your efforts will take more time and resources than you expect. This should not be a deterrent, as persistence will be rewarded.

An encouraging sign of the success of service learning programs is the ever-growing list of endorsements from national associations:

- In 1988, at the annual meeting of the National Governors' Association, the membership called for an inventory of state programs and produced guidelines for these programs (Kendall et al. 1990, I, pp.415-19).
- In January 1989, the Pennsylvania State Board of Education passed a resolution on student community

service, which calls for community service as an integral part of education at all levels.

- In July 1989, the Minnesota Board of Education called for youth service learning with study and reflection on the experience of youth service activities integrated into the curriculum.
- An October 1989 policy statement from the National Association of State Boards of Education reads, in part (p. 460):

> State boards should encourage every school to develop community service programs as an integral part of the elementary and secondary learning process. . . . State boards should foster these activities through encouraging local school districts and schools to offer all students opportunities to participate; ensuring that service learning experiences are monitored and evaluated; ensuring that local districts and schools help students make connections between their service learning experiences and the rest of the educational program; encouraging local districts and schools to explore ways to develop effective community service curriculum; and exploring opportunities for community service to be offered during the school day and/or for academic credit.

- In the summer of 1993, the National Education Association endorsed service learning.

These endorsements are part of the ever-increasing support for service learning programs and should serve as encouragement and reinforcement to those who believe that service learning can make a very positive impact on the education of youth and the communities in which they live and serve.

Endorsements such as these give us a sense of validation; they won't, however, get the job done. The real work is, as always, "in the trenches." The educators who commit to making service learning a reality are the people who will ultimately be the determining factor in the success of the service learning program. It is your work, your commitment, and your belief in what service learning will do for students that will drive your program.

Your school will never be the same and you will know that it was worth every ounce of stamina, every minute of hard work, and every hurdle overcome as you made a difference in the lives of those who matter—your students and your community.

Appendix A
Sources of Service Learning Information

Key Organizations

The following are four key service learning organizations you definitely should contact. They have a national focus, extensive networks, and good information and assistance to help you get started. (In alphabetical order.)

National Center for Service Learning in Early Adolescence
CASE/CUNY Graduate Center, 25 West 43rd St., Suite 612, New York, NY 10036-8099 (212/642-2947). Contact: Alice Halsted. Provides training and technical assistance around the country with a trained corps of field associates; especially helpful during the planning phase. Focuses largely on middle school and junior high but also very useful to high schools.

National Service Learning Cooperative: A K-12 Clearinghouse on Service Learning
Managed by the National Youth Leadership Council, listed below. (1-800/808-SERVE). Provides technical assistance on service learning, plus information on resources, service learning organizations, model programs, databases and computer networks, calendar of conferences and workshops, sample curriculums, bibliographies, and consultants. Many of the groups listed in this appendix are members of this clearinghouse, which may make it your one-stop shopping center for service learning.

National Society for Experiential Education
3509 Haworth Drive, Suite 207, Raleigh, NC 27609 (919/787-3263). Supports approaches to learning that rely on practical experience and active learning. Sponsors conferences and workshops, conducts technical assistance consultations, facilitates networking, and distributes resource materials and newsletters on experiential learning.

National Youth Leadership Council
1910 West County Road B, St. Paul, MN 55113-1337 (800/366-6952). The nation's first clearinghouse for youth service. Publishes a journal (twice yearly), newsletter (three times yearly), membership directory, and other publications. Sponsors various events, provides technical assistance to members and workshops for teachers and students, and does political advocacy.

Other Organizations

The following organizations have information or services. Contact them if you are interested in their particular focus or service.

Association of Experiential Education
2885 Aurora Avenue #28, Boulder, CO 80303-2252 (303/440-8844). A membership group for people interested in different kinds of experiential-based teaching and learning. Sponsors conferences and workshops, and publishes the *Journal of Experiential Education*, the *Jobs Clearinghouse*, directories of programs and services, and books and periodicals.

Constitutional Rights Foundation
601 South Kingsley Drive, Los Angeles, CA 90005 (213/487-5590). Promotes school youth service with civic education programs that have a strong emphasis on conflict resolution, prejudice reduction, and race relations. Offer a quarterly newsletter (*CRF Network*), networking information, profiles of exemplary school-based service learning programs, lists of materials, and a minigrant program.

Corporation for National and Community Service
1100 Vermont Avenue, N.W., Washington, DC 20525 (202/606-4880). Established by the U.S. Congress through the 1990 National and Community Services Act, this group will be developing guidelines for states to expend federal dollars for youth service programs. Contact your state board of education about how high schools become eligible for money provided by this group.

Community Service Learning Center
258 Washington Boulevard, Springfield, MA 01108 (413/734-6857). A consulting service that helps schools or agencies design effective service learning programs. Provides direct technical assistance and conferences to train school teams.

Youth Service America
1101 15th Street, N.W., Suite 200, Washington, DC 20005 (202/296-2992). Promotes youth service programs of all kinds through publications, training opportunities, and newsletters. Undertakes legislative efforts to make youth service a prominent issue at all levels of government.

OTHER GROUPS USEFUL FOR SPECIFIC TOPICS

The following groups provide a particular product for use in developing a service learning program.

Alliance for Service Learning in Education Reform
National Service Learning Cooperative (1-800/808-SERVE). Recently issued guidelines for service learning programs, *Standards of Quality for School-Based Service Learning* (available from the Constitutional Rights Foundation and the National Center for Service Learning in Early Adolescence).

Association Insurance Management
216 S. Peyton Street, Alexandria, VA 22314-2813 (1-800/468-4200). Has information about the Volunteer Insurance Program, which covers volunteers working with nonprofit organizations. Provides accident, personal liability, and excess automobile liability insurance.

Council of Chief State School Officers
1 Massachusetts Avenue, N.W., Suite 700, Washington, DC 20001-1431 (202/446-7026). Serves as advisor to state departments of education about service learning, with some financial support for such programs. Publishes a resource guide for planning service learning projects.

National Association of Secondary School Principals
1904 Association Drive, Reston, VA 22091 (703/860-0200). Their *Update on Negligence* (February 1989) provides a legal summary of issues surrounding negligence in secondary schools, including guidelines for the school principal.

Appendix B
Essential Service Learning References

It's difficult to know where to start when trying to learn about service learning. The following references will be particularly helpful as you begin. Most are available from the groups listed in Appendix A. Sources are listed for those that can be ordered directly (call for prices). The National Service Learning Cooperative (listed in Appendix A) should also be able to help you locate these materials.

Overviews or Collections of Articles

Conrad, D., and D. Hedin. *High School Community Service: A Review of Research and Programs* (Madison, Wisc.: National Center on Effective Secondary Schools, 1989). A 38-page overview of service learning. Includes a history of the service learning movement and its prevalence in high schools; example service learning programs; and discussion of student outcomes and the impact of service learning (based on research). Available from the Wisconsin Center for Education Research at the University of Wisconsin-Madison, 1025 W. Johnson Street, Madison, WI 53706 (608/263-7575).

Harrison, C.H. *Student Service: The New Carnegie Unit* (Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching, 1987). A 60-page overview of student service as a part of the school curriculum. Includes examples, case studies, and hints on starting or improving a service learning program. Available from the Wisconsin Center for Education Research at the University of Wisconsin-Madison, 1025 W. Johnson Street, Madison, WI 53706 (608/263-7575).

Kendall, J.C., and associates. *Combining Service and Learning: A Resource Book for Community and Public Service, Vol. I* (Raleigh, N.C.: National Society for Internships and

Experiential Education, 1990). A collection of key articles on theoretical issues, including definition and principles, rationales and outcomes, state and institutional policy, and the history and future of service learning. Addresses high school, higher education, and community-based service learning opportunities (along with the other two listed below). Available from the National Society for Experiential Education, listed in Appendix A.

Kendall, J.C., and associates. *Combining Service and Learning: A Resource Book for Community and Public Service, Vol. II* (Raleigh, N.C.: National Society for Internships and Experiential Education, 1990). Covers the more practical side of service learning, such as reflection tools, project ideas, legal issues, working with agencies, involving faculty, training students, identifying sites, and evaluating the experience. Includes profiles of successful programs in higher education, K-12 schools, and community-based organizations.

Kendall, J.C., and associates. *Combining Service and Learning: A Resource Book for Community and Public Service, Vol. II* (Raleigh, N.C.: National Society for Internships and Experiential Education, 1990). An annotated bibliography, organized by age-related topics (secondary education vs. higher education) and issues (e.g., definition and rationale, program development). Includes program examples and an extensive list of potentially useful organizations and publications.

RESEARCH STUDIES

Lewis, A.C. *Facts and Faith: A Status Report on Youth Service* (Washington, D.C.: William T. Grant Foundation, 1988). A summary of where service learning is headed; somewhat focused on state and federal policy issues and post-high school programs (although it addresses high school programs quite well). Available from the William T. Grant Foundation, 1001 Connecticut Avenue, N.W., Suite 301, Washington, DC 20036-5541.

Newmann, F.M., and R.A. Rutter. "A Profile of High School Community Service Programs," *Educational Leadership* 43,4 (December 1986): 65-71. Describes a 1984 survey of 204 high schools with service programs for students. Provides data about different programs at various high schools, the number of students enrolled, whether programs are voluntary or required, how many volunteer hours are involved, and problems with different types of programs.

Newmann, F.M., and R.A. Rutter. *The Effects of High School Community Service Programs on Students' Social Development* (Madison, Wis.: Wisconsin Center for Education Research, December 1983). Reports findings of a study of social development outcomes associated with service learning programs in eight high schools. Available from The Wisconsin Center for Education Research at the University of Wisconsin-Madison, 1025 W. Johnson Street, Madison, WI 53706 (608/263-7575).

Rutter, R.A., and F.M. Newmann. The Potential of Community Service to Enhance Civic Responsibility," *Social Education* (October 1989): 371-374. A follow-up to the 1983 Newmann and Rutter study of social development outcomes; suggests specific program modifications schools can make to help students develop citizenship goals, which did not appear to be influenced by the service programs studied in the 1983 research.

Specific Strategies and Activities

Cairn, R. *Learning by Giving: K-8 Service-Learning Curriculum Guide* (St. Paul, Minn.: National Youth Leadership Council, April 1993). Though designed for grades K-8, this guide contains concrete tools, such as planning formats, sample lesson plans linked to issues and student outcomes, program ideas, curriculum connections, and resource materials, all of which can easily be adapted to high school. Available from the National Youth Leadership Council, listed in Appendix A.

Cairn, R.W., and J.C. Kielsmeier. *Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum* (Roseville, Minn.: National Youth Leadership Council, 1991). Provides a comprehensive look at concrete ideas, including lesson plans, program forms and other materials, suggested student activities and service opportunities, and resources. Covers the K-12 spectrum and the developmental differences across the grades. Focuses on implementation strategies, and provides good sections on background and resources. Available from the National Youth Leadership Council, listed in Appendix A.

Conrad, D., and D. Hedin. *Youth Service: A Guidebook for Developing and Operating Effective Programs.* (Washington, D.C.: Independent Sector, January 1987). Includes concrete advice on specific components of a service learning program and many good forms for use by service learning coordinators. Available from the Independent Sector, 1828 L Street, N.W., Washington, DC 20036 (202/223-8100).

High School Service-Learning Guide (Baltimore: Maryland State Department of Education, 1993). Written to support the required service learning programs in Maryland, this guide is an excellent resource for anyone designing such a program. Very activity-focused with ideas for infusing service learning into the curriculum, activities to prepare students, and ideas for specific issue areas. Available from the Maryland Student Service Alliance, Maryland Department of Education, 200 W. Baltimore Street, Baltimore, MD 21201-2595 (410/333-2427).

MEASURING STUDENT OUTCOMES AND EVALUATING PROGRAMS

Aschbacher, P.R., and J.L. Herman. *A Practical Guide to Alternative Assessment.* (Alexandria, Va.: Association for Supervision and Curriculum Development. 1992). Provides a good background on how to do non-paper-and-pencil assessments. While not specific to service learning programs, the concepts and practices are very appropriate. Available from the ASCD, 1250 N. Pitt Street, Alexandria, VA 22314-1403 (703/549-9110).

Yelon, S.L., and J.S. Duley. *Efficient Evaluation of Individual Performance in Field Placement, No. 14 in the series: Guides for the Improvement of Instruction in Higher Education*, edited by L.T. Alexander and R.H. Davis (East Lansing: Michigan State University, 1990). Although it focuses on higher education and field-based experiences, this booklet includes detailed instructions to help a service learning coordinator design good evaluation instruments for a high school program. Addresses what to evaluate, how to prepare students for evaluation, how to evaluate them, who should evaluate them, and what feedback to provide. Available as Part B of Panel Resource Paper #6 from NSEE, listed in Appendix A.

INCORPORATING REFLECTION INTO SERVICE LEARNING PROGRAMS

Silcox, H. *How to Guide to Reflection: Adding Cognitive Learning to Community Service Programs* (Holland, Pa.: Brighton Press, Inc., 1993). Provides teachers and administrators with an understanding of reflection and how to use it to promote learning. Available from the Pennsylvania Institute for Environmental and Community Service Learning, Pennsylvania College of Textiles and Science, Henry Avenue and School House Lane, Philadelphia, PA 19144 (215-951-0343).

SERVICE ACTIVITY IDEAS FOR STUDENTS

Henderson, K. *What Would We Do Without You? A Guide to Volunteer Activities for Kids* (Crozet, Va.: Shoe Tree Press,

1990). Provides specific examples of how children and teens can make a difference. Shows how to identify where there is a need, how to find the right activities, and how to do an interview and application.

Lewis, B. *The Kid's Guide to Social Action: How to Solve the Social Problems You Choose—and Turn Creative Thinking into Positive Action* (Minneapolis, Minn.: Free Spirit Publishing, Inc., 1991). Written primarily for elementary and junior high students but useful for high school programs. Includes procedures and forms for addressing social problems: writing letters and media/news releases, using the phone, interviewing, giving speeches, circulating petitions, writing proposals and fundraising, campaigning, picketing, and lobbying. Focuses more on advocacy and political issues than on direct service.

Salzman, M., and T. Reisgies. *150 Ways Teens Can Make a Difference: A Handbook for Action* (Princeton, N.J.: Peterson's Guides, Inc., 1991). Includes ideas for service activities in several social issue areas, plus organizations students can contact for information on volunteer opportunities.

Zimmerman, R. *What Can I Do To Make a Difference? A Positive Action Source Book* (New York: Penguin Books). Supplies data and organizations related to several social issues, plus ideas for student action. The issues tend to be somewhat controversial, and the approach to action political rather than through direct service.

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